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ABSTRACT

This is a compilation of many separately-paginated documents, class and learning activities, and teaching aids designed to help develop confidence-building skills in junior and senior high school students. The documents, intended for both students and teachers, but without any real instructions for teachers, include case studies, quizzes, self-assessment instruments, exercises, lesson plans, and helpful hints. Topics covered include stress management, conflict management, improving communication skills, self-esteem, values, career, and life-planning skills, and decision making. (Contains 37 references.) (ND)

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ED 401 242

TEACHER GUIDE
LIFE-SKILLS CURRICULUM
GRADES 7-12

FOR

DRUG-FREE SCHOOLS
AND
COMMUNITIES PROGRAM

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CONFIDENCE - BUILDING SKILLS

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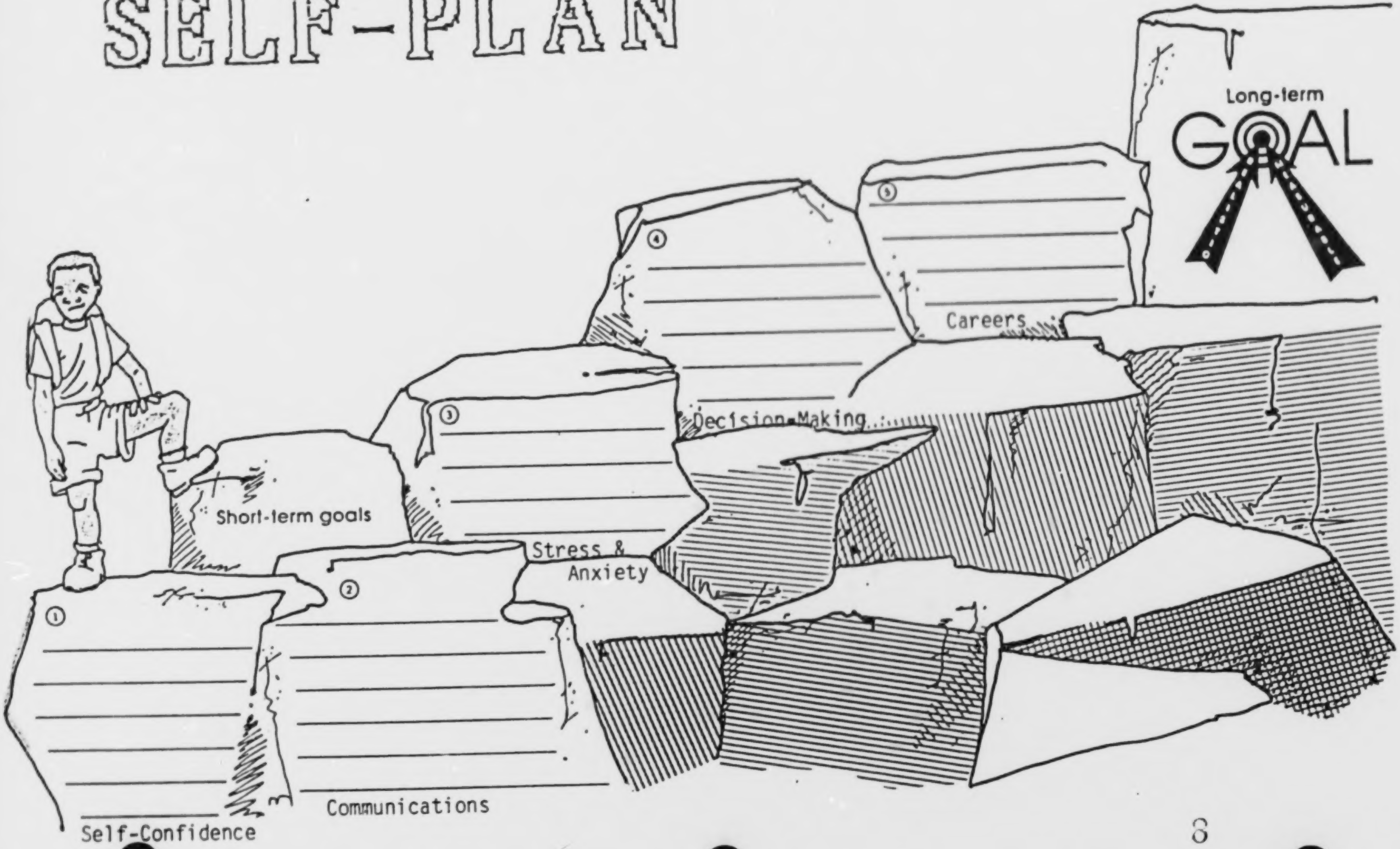
NAME________________________________

SELF-PLAN



CONFIDENCE-BUILDING SKILLS - A

Session I - Self Awareness

PRE-TEST

I. Introduction

Introduce the concept of self-awareness and personal worth through the following:

A. Read the story **THE CHANGELING EAGLE**. Ask students for their reactions to the story.

B. Explain to the students that how people view themselves affects their behavior and the choices they make. Therefore, having a positive self-concept and feeling of personal worth is important.

C. Do activity **A VOTE OF CONFIDENCE**

II. Identifying Likes and Dislikes

A. Refer to Activity: **LIKES AND DISLIKES**.

B. Share and discuss student responses.

III. Identifying Strengths and Weaknesses

A. Explain to students that everyone has strengths and weaknesses. No one is good at everything and no one is poor at everything. Have the students think about their strengths and weaknesses or those things in which they are naturally good. i.e. math, science, athletics or art.

B. Look at activity **MY STRENGTHS**. After brainstorming and listing additional strengths on the board, complete the exercise by dividing into pairs (see Teacher Key).

C. Discuss and ask students how they felt when telling others about their abilities. Ask if they felt they were bragging. Emphasize to the students that it is OK to admit they do something well, because everyone has talents and abilities. Fill out activity **SELF-CONCEPT SCALE**.

D. Continue to help students develop an understanding of themselves by completing the activity **DISCOVERING WHO I AM**. Discuss and ask students to share their answers with the class.

IV. Summary

A. Review with the students the importance of recognizing their positive qualities.

B. Allow time to explain and complete the self-plan on self-concept.

The Changeling Eagle

Native American folklore is rich with wonderful stories and legends. This is one of them.

A young brave, alone in the forest, found an eagle's egg and, thinking it was the egg of a prairie chicken, placed it in a prairie chicken's nest. The changeling eagle grew up thinking he was a prairie chicken. He clucked like a chicken, walked like a chicken, lived like a chicken. Like the other chickens, his "flight" was nothing more than the flailing of wings, taking him only a few feet at a time.

One bright spring day, the changeling eagle saw an awesome sight. It was a huge, graceful bird soaring high in the sky - gliding almost effortlessly, The changeling was amazed. "What was that?" he askied his prairie chicken mother. "Oh," she said, "that is an eagle - the greatest, fastest, and most magnificent of all birds." The changeling thought how wonderful it would be to be an eagle. What a joy it must be to look so beautiful, to fly so gracefully, to be so magnificent. But, because he knew he could never be like the eagle, the changeling quickly forgot about what he had seen and went on living as he always had.

Days, seasons, and years passed. The changeling never knew he was an eagle and died as a prairie chicken.

A. What is yourreaction to this story?

Fast Foward

A VOTE OF CONFIDENCE

DIRECTIONS: **Take the self-confidence test below by circling the number that indicates where you rank yourself for each item. Add up the scores and see where you stand according to the key. Are you as confident as you'd like to be?**

	NEVER		SOMETIMES		USUALLY
1. In general, I am happy with myself.	1	2	3	4	5
2. I am pleased with my personal appearance.	1	2	3	4	5
3. I am pleased with my relationships with others.	1	2	3	4	5
4. I am able to accept criticism without getting upset.	1	2	3	4	5
5. If things don't go my way, I keep trying.	1	2	3	4	5
6. I am happy when other people find success.	1	2	3	4	5
7. I am willing to ask for help if I need it.	1	2	3	4	5
8. I like the challenge of trying new things.	1	2	3	4	5
9. I feel comfortable meeting new people.	1	2	3	4	5
10. I have goals and expectations for myself.	1	2	3	4	5

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KEY:

41–50	You have great confidence in yourself.
31–40	You are somewhat satisfied with yourself and your abilities.
21–30	You lack some self-confidence.
10–20	It can't be THAT bad. Cheer up and find some good in yourself!

LIKES / DISLIKES

Ten things I **LIKE** about me

Five things I **DON'T LIKE** about me

A. Think about the things you listed that you like about yourself. Have you ever thought about them before? Try honestly to appreciate your strengths.

B. Study your list of things you dislike about yourself. Lightly cross out the things you cannot change (like height, for example). Learn to accept the things you crossed out. This is a positive step toward feeling good about yourself.

My Strengths

Directions: Complete the three parts below.

PART 1: Look at the following list of strengths:

- a good listener
- respectful
- friendly
- athletic
- trustworthy
- studies hard
- accepting of others
- hard worker
- sense of humor

PART 2: List other strengths the class has identified here:

PART 3: List three strengths you have below.

____

____

____

On a separate piece of paper, list three strengths you can identify in your partner. When you've both finished, exchange those lists.

What strengths did your partner see in you? List them below:

____

____

____

Do you agree or disagree with your partner's opinion? Write about that below:

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◆ My Strengths

Purpose

To become aware of personal strengths.

Materials

Activity Sheet: *My Strengths*

> ***At a Glance***
> Students list their strengths and examine how a partner perceives them.
> **One or two class periods**

Motivation

Discuss how our feelings about ourselves affect us at school, at home, and with friends. Highlight the importance of understanding our unique talents and personal strengths. Have students give examples of how feeling good about themselves helps things go well for them.

Activity

1. Distribute the Activity Sheet: *My Strengths.*
2. With the class, brainstorm and list on the board other words or phrases that represent strengths. Have students add them to the list on their sheet.
3. Have students list their three strengths on the Activity Sheet.
4. Divide students into pairs. On a separate piece of paper, ask them to list three strengths they identify in their partner.
4. Tell students to exchange the separate lists they made of their partner's strengths. The partners should copy those qualities onto their own lists and write whether they agree or disagree.

Follow-up

With the whole class, have students compare their own and their partner's responses. Discuss the importance of knowing how others perceive your strengths. You can save the Activity Sheets and repeat this exercise later in the year for a comparison.

Self-Concept Scale

Directions: Check (√) how often each adjective below fits a description of *you.*

	Usually	Sometimes	Never
1. Friendly			
2. Obedient			
3. Honest			
4. Thoughtful			
5. Brave			
6. Careful			
7. Fair			
8. Mean			
9. Lazy			
10. Truthful			
11. Smart			
12. Polite			
13. Clean			
14. Kind			
15. Selfish			
16. Helpful			
17. Creative			
18. Cooperative			
19. Cheerful			
20. Jealous			
21. Sincere			
22. Studious			
23. Loyal			
24. Likeable			
25. Tolerant			
26. Useful			
27. Dependable			
28. Bashful			
29. Affectionate			
30. Fun			

I'm usually brave.

I'm never bashful.

I'm sometimes lazy.

I'm usually polite.

What areas would you like to improve? Write about that on the back of this page.

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Discovering Who I Am

Complete the following sentences as quickly as possible.

My most important strength is ______________________________

The person who means the most to me is ______________________________

I am proud of ______________________________

I believe that ______________________________

The thing that makes me most angry is ______________________________

The thing I would most like to change is ______________________________

I enjoy ______________________________

The person who has influenced me the most is ______________________________

The thing I do best is ______________________________

I feel sad when ______________________________

My greatest fear is ______________________________

In ten years, I will be ______________________________

When I am with my friends ______________________________

I am happy when ______________________________

Session II - Understanding Basic Needs, Values and Responsibilities

I. Introduction

Introduce today's lesson by explaining to the students that our needs and values influence our behavior, choices, and attitudes. All of these actions also affect our self-concept.

A. Refer to activity: **BASIC NEEDS.** William Glasser identified some basic needs that we attempt to meet. Review with students.

B. Emphasize that survival includes food, shelter and clothing. These needs must be somewhat fulfilled before we become concerned with love and belonging. Our behavior represents an attempt to fulfill these needs.

C. Refer to activity: **WAYS PEOPLE MEET BASIC NEEDS.** Ask the students to determine what needs the list of behavior attempts to fulfill. Discuss and when answers contrast, attempt to reach a consensus.

II. Case Studies Activity

A. Assign different students a **CASE STUDY** to read to the class.

B. Ask the students to identify the needs that each person in the studies are trying to fill.

C. Emphasize the following during the discussions:

1. Some People try to satisfy their need for control by asserting their own need for freedom.
2. Say to the students "The only person you can control is yourself".
3. Add that we can let others know how we feel, but it is up to the others to control their reactions.

III. Values

Another determinate of our behavior is our values.

A. Use the following scenario to illustrate how we have different values:

> Your house is on fire. All of the people and pets are out and you realize you have time to save one thing. What would that item be?

B. After discussing the different responses, emphasize that our values are often the glasses through which we see others. Therefore, it is important to understand the things that are important to us.

C. Ask the students to identify some of their values by completing the activity: **WHAT IS IMPORTANT TO ME?**

D. Refer to the activity **APPLYING OUR VALUES.** Ask the group when an alternative is acceptable or unacceptable. Be sure that students understand that a person's own values are part of what are acceptable alternatives. The values of society also are involved in determining acceptable alternatives.

E. Role-play the activity **SHOULD SCOTT CALL THE POLICE?**

VI. Summary

Summarize today's lesson and encourage continued effort toward their self-plan goals.

BASIC NEEDS

- SURVIVAL
- CONTROL (OR POWER)
- LOVE & BELONGING
- FREEDOM
- FUN
- SELF-WORTH
  (OR COMPETENCE)

EXAMPLES OF WAYS PEOPLE MEET BASIC NEEDS

GO OVER THE LIST OF BEHAVIORS BELOW AND DETERMINE WHAT NEEDS THEY ATTEMPT TO FULFILL AND WHETHER EACH ONE IS A POSITIVE OR A NEGATIVE WAY OF MEETING THAT NEED:

1. Running for political office____________________
2. Joining a gang____________________
3. Going to a party____________________
4. Doing well in school____________________
5. Insisting that people do things their way____________________
6. Doing things they really don't want to do to please others____________
7. Falling in love____________________
8. Running away from home____________________
9. Stealing a car____________________
10. Doing volunteer work____________________
11. Having a baby____________________
12. Getting a divorce____________________
13. Getting high____________________
14. Learning to drive a car____________________
15. Pursuing a hobby____________________
16. Learning a trade____________________
17. Dressing like everyone else in their peer group________________
18. Wearing an extreme haircut (e.g.--a mohawk)________________

CASE STUDIES

1. Tom is very frustrated living at home. His father is an Army sergeant who is used to having the soldiers jump to attention whenever he speaks. He expects Tom to react the same way at home. There are constant fights between the two of them, and Tom is constantly finding himself on restriction. He is seriously considering running away from home, even though this means getting a full-time job and dropping out of school, where Tom has been doing well.

2. Mary is very much in love with Jim. Her own home life has not been happy, and she is not close to her mother. Her father left her mother when Mary was two, and she has not seen her father for years. Mary is terrified that Jim will find someone else and leave her. When he is not around, she is depressed and suspicious of what he is doing. She constantly checks up on him.

Jim, in contrast, loves Mary but doesn't understand why she is so possessive. He gets upset when she keeps checking up on him. He is not interested in anyone else, and he is sure he couldn't find anyone who cares about him as much as Mary does. He doesn't know if he is willing to put up with her suspicions and jealousy.

3. Robert wonders sometimes what kind of future lies ahead for him. Everyone says he has talent, but he wonders how he'll be able to get a start in life. His family can't help him. His father is an alcoholic who has a hard time holding a job, and his mother is stressed out trying to work and hold the family together. Nobody has time for him.

Robert has started hanging out with some friends who belong to a gang. He knows they are into some illegal activities, but he likes the fact that they are loyal to each other and that some people are afraid of them. When he is with them, he doesn't worry much about the future--he doesn't even THINK of it. He has started wearing their colors, which makes him feel important and part of something. His father is very upset by what he sees happening to Robert, and warns that he is going to be pressured to do things he knows are wrong. Robert just knows that he doesn't want to end up like his father.

What Is Important to Me?

For each phrase below, indicate how important each is to you.

	Very Important	Important	Somewhat Important	Not Important
Getting along with my parents	☐	☐	☐	☐
Being liked by my teachers	☐	☐	☐	☐
Getting a college education	☐	☐	☐	☐
Making lots of money	☐	☐	☐	☐
Spending time with close friends	☐	☐	☐	☐
Getting married	☐	☐	☐	☐
Being honest	☐	☐	☐	☐
Having a family	☐	☐	☐	☐
Getting good grades	☐	☐	☐	☐
Having my own car	☐	☐	☐	☐
Being a star athlete	☐	☐	☐	☐
Being healthy	☐	☐	☐	☐
Spending time alone	☐	☐	☐	☐
Finishing high school	☐	☐	☐	☐
Being responsible	☐	☐	☐	☐
Getting a job	☐	☐	☐	☐
Making my own decisions	☐	☐	☐	☐
Being independent	☐	☐	☐	☐
Being good looking	☐	☐	☐	☐

APPLYING OUR VALUES

SITUATION 1: Your science teacher just told you that you are failing science because you have not turned in five assignments. You need to pass the class.

Your values: Promotion to the next grade; making a passing grade.

What you want to accomplish: Pass science class

Unacceptable alternatives: Do nothing; get Mom to talk to the teacher.

Acceptable alternatives: Talk to the teacher about making up the work; do work + turn it in.

SITUATION 2: You and your friends are shopping at the mall. Your friends want you to shoplift a shirt with them. You want to keep your friends.

Your values:

What you want to accomplish:

Unacceptable alternatives:

Acceptable alternatives:

SITUATION 3: Your mother needs you to babysit after school each day and you want to go out for the basketball team. Practice is held after school.

Your values:

What you want to accomplish:

Unacceptable alternatives:

Acceptable alternatives:

Should Scott Call the Police?

On the way home from school one afternoon, Scott sees a man lying in the street near the curb. Scott notices that he is the same old drunk he's seen stumbling down the street or collapsed on the sidewalk many times. What a fool he is, Scott thinks.

The man makes Scott especially angry because he reminds him of his own father's drinking.

Scott wants to walk by and ignore the man, but something tells him the man may be in very serious trouble this time. He knows he should call the police. The man might be attacked by other "street people." He might be very ill. He might even be dead!

What should Scott do?

Thoughts and Questions

1. What important values will Scott be showing if he calls the police?
2. Should Scott try to help the man on his own?
3. Have you ever seen a person in the street like this? What did you do? What *would* you do if you saw someone like this?
4. What would you want a stranger to do if the person in the street were a friend or relative of yours?

Characters for Role-playing

1. Scott
2. a woman or man in a nearby house from which Scott makes a call to the police
3. a police officer
4. a paramedic

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THOUGHT FOR TODAY

"IF SOMEONE FROM A FOREIGN PLANET WERE TO FOLLOW YOU AROUND AND WATCH WHAT YOU DO, WHAT WOULD THEY ASSUME ABOUT YOU AND WHAT YOU VALUE?"

"WHAT KIND OF A WORLD WOULD IT BE IF EVERYONE WERE TO ACT AS I DO?

WOULD IT BE A BETTER OR A WORSE PLACE?"

CONFIDENCE-BUILDING SKILLS - A

Session III - Developing Self-Worth Through Recognition and Elimination of Inappropriate Behavior

I. Introduction
  A. Begin today's lesson by reading the IALAC (I Am Lovable And Capable) story and ask the students to tear a piece of the IALAC activity each time Jennifer receives a putdown.
  B. After completing the story, emphasize how putdowns "tear" at a persons self-concept.
  C. Explain to the students that the reactions we receive from people in our environment affect how we view ourselves. Our self-concept begins to develop in early childhood and is a product of experiences, successes, failures, cultural background, and society. It is shaped by labels and ideas that are communicated by parents, peers, teachers, television, radio, music, and other influences. How we feel about ourselves determines friendships, productivity, school achievements, the ability to lead or follow and the use of potential abilities. When people constantly receive putdowns, they begin to develop a negative concept. this concept causes us to feel less competent and unlovable. Because we feel less competent, we often criticize others in order to feel better about ourselves.

II. Putdowns
  A. Point out to the students that often times we put ourselves down for our weaknesses and limitations. Ask students why someone would do this and how it might make him or her feel.
  B. Have students generate a list of personal put-downs they have heard. Explain that negative messages or put-downs make people feel less competent.
  C. Refer to the activity: **NEGATIVE BELIEFS AND SELF-ESTEEM.**

III. Eliminating Inappropriate Behaviors ("If Only")
  A. Continue today's emphasis concerning recognition and elimination of inappropriate behaviors by bringing to the class' attention the words "IF ONLY". Many times we use "if only statements" in order to set up conditions for liking ourselves. These conditions stand in the way of happiness and success.
  B. Complete the activity: IF ONLY. Discuss.

IV. Eliminating Inappropriate Behavior - Garbage Out.
  A. Point out to the students that our mind operates like a computer. A computer is a calculator which is fed information. By using a mathematical process, it produces an exact result. Our minds work the same way. We constantly program ourselves with either positive or negative thoughts, labels, ideas, and concepts. Our mind determines how we function in our environment. If we program negative information and this negative information is stored, then whenever a question comes up that relates to the programmed information, the output will be negative.
  B. Use the following scenario for an example:
  *John was told all his life he was lazy. If he tried to break his

bad habits, he would have to reprogram his computer. How would John go about reprogramming his negative feelings about himself?

C. Refer to the activity: **GARBAGE IN - GARBAGE OUT.** Instruct students to write down words, phrases or thoughts that they want to eliminate from their lives.

D. After writing the words on the worksheet, they are to write them on paper and then "TRASH" them (Dispose of them in the trash can one at a time.) Explain that as they go through the process, they are reprogramming their bio-computers.

V. Improving Self-Awareness

A. Since negative thoughts are now "trashed", tell the students to think about their personalities. When completing the activity **I'D RATHER BE...**, urge them to identify their interests without regard for what others think.

VI. Summarize the lesson.

IALAC

IALAC

14

IALAC

27

IALAC

23

IALAC STORY

Jennifer wakes up to her mother yelling, "Jennifer, you're late again. Can't you even get up when you're supposed to? Did you forget to set your alarm clock again?" (R-I-P-P-P!! Dramatically rip off a corner of the sign.) She gets dressed and comes down to breakfast and her brother says, "What happened to your hair?! Just don't tell anyone I'm your brother!" (R-I-P-P-P! Rip off more of the sign.) In her first class, the teacher calls on her to answer a question she doesn't know the answer to, and he retorts, "Well, I can see we won't have to bother filling out college application forms for you!" (R-I-P-P-P!) At the break, the boy she likes pretty much ignores her. (R-I-P-P-P!) At lunch she stumbles and spills her soft drink, and someone says "You klutz!". (R-I-P-P-P!) After school, her boss mentions that she needs to be a lot more assertive if she is to be of any use to him. (R-I-P-P-P!) That evening her father scolds her for not offering to help her mother with the dishes. (R-I-P-P-P!) Say that by bedtime, all she has left of her IALAC sign is.................. (Show what's left.)

Negative Beliefs And Self-Esteem

1) Belief:

"I cannot (or I shouldn't) feel good about myself unless I meet certain standards (or maintain certain grades, make the team, date the prettiest girl/handsomest boy, etc.)."

Consequence:

Fear of failure—may avoid participation in activities; worried; becomes depressed if he or she fails at anything; may give up up easily.

Perfectionism—critical of self; may become upset about small, insignificant details; must always be number one or feel like a failure.

Blaming or manipulation—may blame others for his or her failure; may become angry with those who do succeed when he or she doesn't.

Negative "success"—if feeling unsuccessful in legitimate areas, may make it a point to "succeed" in negative ways (be the wildest partier, the biggest risk taker, the one who has slept with the most people).

2) Belief:

"Those who fail (including myself) are unworthy of love and deserve to be punished."

Consequence:

Fear of punishment—may lie or misrepresent failure or wrongdoing in an attempt to avoid punishment.

Punishing attitude toward others—may sarcastically put down others who make mistakes or do something wrong; is quick to blame and accuse others.

3) Belief:

"I can't feel good about myself unless certain other people approve of me and my actions."

Consequence:

Fear of rejection—anxious and worried about what others think of his or her actions, may try to please at any cost; lets others control him or her.

Sensitivity to criticism—may become depressed when criticized; may become shy and unsocial.

Withdrawal—avoids people who might be critical of him or her; may change friends often.

4) Belief:

"I am what I am. I cannot change. I am hopeless."

Consequence:

Feelings of inferiority—sees self an incapable and lacking in ability; believes others see him or her in the same light; low expectations for self.

Fatalistic attitude—may engage in high risk behavior, believing whatever will happen, will happen, no matter what; does not accept control of own behavior or consequences.

Sense of hopelessness—gives up easily; does not try to learn new ways of doing things; resists trying to change.

"IF ONLY"

INSTRUCTIONS: From the following list, select the sentences that apply to you. Complete each statement with a result you would receive. Then reinterpret statements and see how to change the way you feel about yourself.

1. If I just had a Mom and Dad that lived together. . .

2. If I came from a wealthy family. . .

3. If I were just taller. . .

4. If Mom or Dad didn't drink so much. . .

5. If I could be the very best at just one thing. . .

6. If only someone really liked me. . .

7. If only I were smarter. . .

8. If only I were like everyone else. . .

9. If I were pretty or handsome. . .

10. If only I weren't so shy. . .

11. If only someone would make me happy. . .

12. If only something would change me. . .

Add some "If onlys" of your own.

GARBAGE IN - GARBAGE OUT

INSTRUCTIONS: Pick out words, phrases, or thoughts that you want to eliminate from your life and write them on this paper. Then copy what you've written on separate pieces of paper. Dispose of each piece of paper in a trash can. Get rid of any words or thoughts that compare you to another person.

Words to eliminate:

can't

if only

limitation

but

maybe, but

try

doubt

should

impossible

incapable

lazy

poor me

ought to

Any words or thoughts that compare you to another

Any negative thought you want to be rid of

I'd Rather Be . . .

Directions: Use the phrase "I'd rather be . . ." to choose one of the underlined words in each statement below. Circle your choice and write a paragraph explaining it.

Example:

I'd rather be a rocking chair because I like to keep moving. I am also steady, reliable, and calm. My steadiness helps calm other people down. I like helping people talk about their problems so they relax and feel better.

I'd rather be . . . ***This is why:***

1. a plant or an animal?

2. an easy chair or a rocking chair?

3. yellow or blue?

4. an organizer or a follower?

5. a flute or a tuba?

6. cloud or clear sky?

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CONFIDENCE-BUILDING SKILLS - A

Session IV - Enhancing Self-Worth by Developing Positive Thinking and Appropriate Behaviors

I. Introduction

A. Ask the students to focus their attention on the bottom of their right foot. Emphasize that they will suddenly begin to feel the pressure of the floor and their shoes where before they felt nothing.

B. Explain that what we put our attention on becomes a bigger or louder part of the present moment. This principle also works with our attitude. If we focus our attention on how bad life is going then all the things that are wrong, unfair, sad, or hopeless will also get louder and louder. Developing this habit will make life better and the world will seem to be a better place to live.

II. Positive Self-Talk and Others

Positive self-talk and thinking works the same way. Positive thinking is an optimistic attitude or belief we have about ourselves, situations, or experiences. It is looking for the good in our everyday life. Negative thinking looks at the "no" side of life. It is a feeling of cannot rather than can. Once we realize that we have the power to change certain things about ourselves, like our attitudes, then we can begin to develop a healthier self-concept.

A. Write the following topics on strips of paper and assign to different students.

1. You got a disappointing grade on a test, lower than you thought it was going to be.
2. Your parents fought before you left for school.
3. You were grounded last night.
4. Your best friend has moved away.
5. Your boy/girl friend has told you he/she does not want to date you anymore.
6. Your favorite pet died.
7. Someone close to you died.
8. You have been rejected by the college of your choice.
9. You did not make the team or club.
10. Your best friend got busted.

B. Ask the students to express the negative thoughts they have when reading the statement.

C. Ask the students to change the negative thoughts to positive thoughts.

D. Ask the students how hearing the negative self-talk made them feel.

E. Emphasize that our self-talk is the director and critic of our emotional behavior. What we say to ourselves can work to create a positive mental environment that encourages our best efforts or work against us by creating a critical internal environment that defeats our efforts. We think 50 thousand thoughts a day and 75 percent are negative.

III. Self-Talk Demonstration

A. Perform BAD KID demonstration.

B. Emphasize that what we say to ourselves is the most important factor in the success of changing our behavior. If you have a problem and it has been around for a long time, most likely your self-talk is pretty negative. You probably criticize yourself, discourage your efforts and get in your own way. Cleaning up your self-talk is one giant step toward successful behavior change.

C. Refer to the activity: **PEANUTS CARTOON.**

IV. Changing Negative Self-Talk to Positive Self-Talk

A. Explain that one way to change negative self-talk to positive self-talk is through the use of positive affirmations. Positive affirmations make firm what you are imagining and can be practiced silently or spoken aloud. It is a powerful technique that will help change your attitude in a short time. The more often you are aware of what you are telling yourself and try to choose positive words, the higher your sense of self-esteem will be.

B. Refer to the activity: **AFFIRMATIONS WORK.**

C. Ask the student to complete the worksheet.

D. Refer to the activity: **LOW SELF-ESTEEM ENGINE CARTOON.** Ask the students to draw a high self-esteem engine.

V. More Positive Attitudes and Qualities

A. Begin by completing the **SELF-SURVEY.**

B. Fill out the activity **IN MY OWN WORDS.**

C. An alternative activity is outlined in the Teacher Key WHO I AM.

VI. Summarize

"Bad Kid" Self-Talk

1. Ask for a volunteer to come up to the front of the room. Tell the student the following:

   We are going to be working with something called "muscle testing" to see how strong you are, and to see how certain thoughts and words affect your strength. Before we begin, do you have any problems with your shoulders or arms, such as tennis elbow, or any recent injuries? No? Great. Now what I'd like you to do is extend your right arm straight to your side at shoulder level, parallel to the floor. We're going to test the muscles in your arm to see how strong you are at this point. (If the student does have a physical condition that could affect the exercise, then thank this student for offering to help, and ask for another volunteer.)

2. Place your hand on the part of the wrist where one would normally wear a watch.

   What I'm going to do is to take my hand and press down on your arm. What I want you to do is to resist my downward motion. Ready? Resist.

3. Push slowly, increasing the pressure until his or her arm begins to move.

   Good. You're strong! This is called your "base stength". We'll be using this base strength measurement to compare all our other tests. Okay, [volunteer's name], what I'd like you to do is to lower your arm, close your eyes, and say out loud with great force and conviction, "I'm a bad kid," about eight times. The reason you are saying this will become clear shortly.* [*If you are working with highschool or college students, you may wish to say at this point: "I know you are a young adult, but I'm going to ask you to say the word "kid" in order to access your child self."

4. After he or she has said, "I am a bad kid" about eight or ten times:

   Raise your arm again, and continue saying, "I am a bad kid", while I push down on your wrist. Ready? Resist.

   99 percent of the time, the arm will be dramatically weaker than during the base strength test, and the student will feel unable to resist your downward pressure.

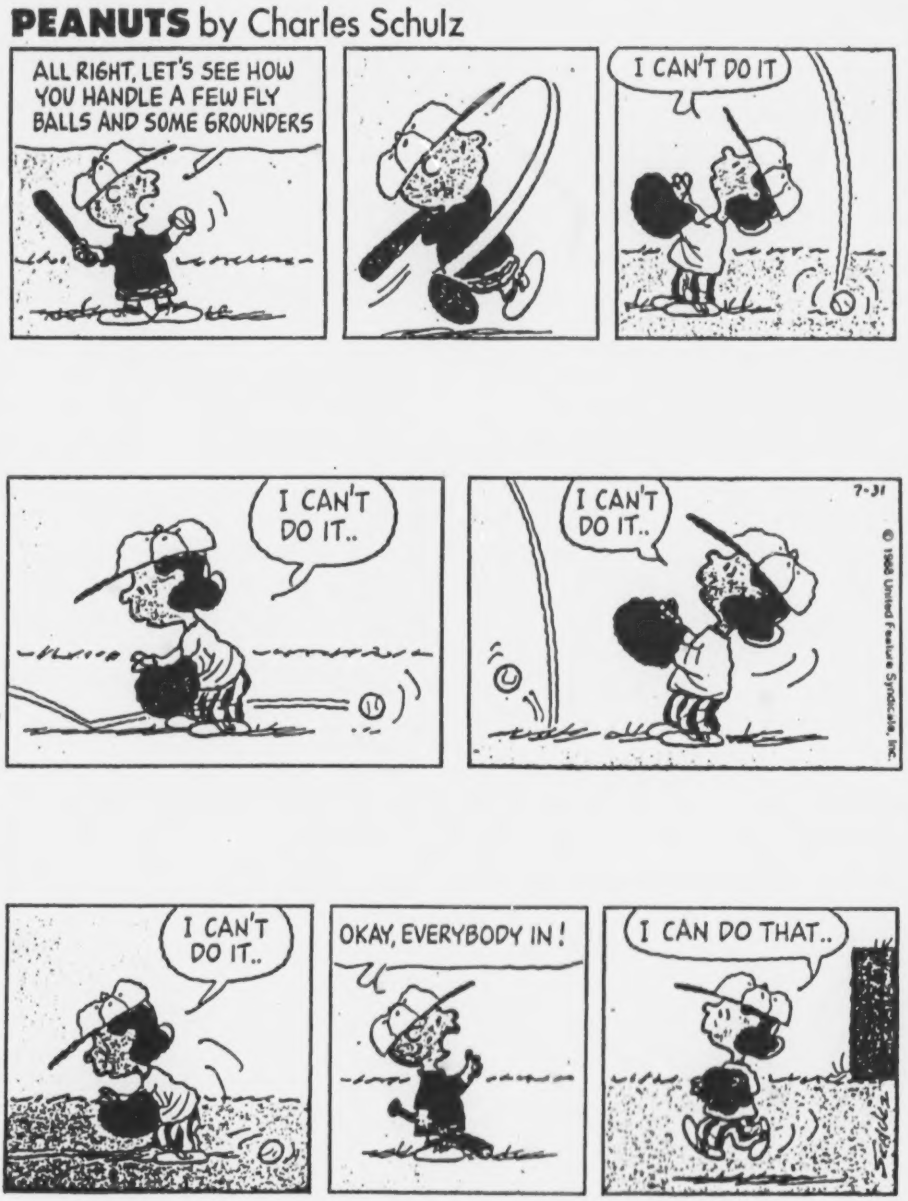
5. At this point, ask the volunteer to share with the class what his or her experience was the second time. The usual response is "I was much weaker and couldn't resist."

   Don't sit down yet, because there's a second step to this exercise. Once again, close your eyes. This time say out loud with great force and conviction, "Iam a good kid". Keep saying this over and over, about eight to ten times, keeping your eyes closed. When I think you're ready, I'll ask you to raise your arm and we'll test you again.

6. Once again, with two fingers on the small wrist bone, apply increasing pressure. Again, in 99 percent of the cases the volunteer will be at least as strong as at the beginning of the test, if not stronger. Ask the student to share his or her impressions with the class. Most report a significant increase in feelings of stength and/or well-being.

7. Now turn to the class and explain, as follows"

   What we have demonstrated here is the power of our thoughts over our bodies. When we say negative things to ourselves or to others about ourselves, we tend to weaken our bodies. When we think or say positive thoughts to ourselves, we tend to feel stronger. No one knows why this is true-just that it is. It makes sense, then, to notice our internal dialogue and begin to say only positive things to ourselves about ourselves.


PEANUTS by Charles Schulz
ALL RIGHT, LET'S SEE HOW YOU HANDLE A FEW FLY BALLS AND SOME GROUNDERS
I CAN'T DO IT
I CAN'T DO IT..
I CAN'T DO IT..
7-31
© 1968 United Feature Syndicate, Inc.
I CAN'T DO IT..
OKAY, EVERYBODY IN!
I CAN DO THAT..
SCHULZ

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NAME ____________________

DATE ____________________

Affirmations Work!

Some Examples of Affirmations

I like and accept myself as I am.
I have a good friend.
I like others and others like me.
Every day in every way I'm getting smarter and smarter.
Everything I need is already inside me.
I love and appreciate my father (mother, sister, brother) just as he or she is.
I am passing all my courses.
I am a good person.

Guidelines for Creating Affirmations

1. Phrase them using the first person singular, "I."
2. Phrase them in the present tense.
3. Phrase them in the most positive way you can. Avoid using the word "no" in your affirmations.
4. Make them short, simple and clear.

Write three affirmations related to your self-esteem goal:

1. ____________________

2. ____________________

3. ____________________

Repeat these affirmations two times per day, once in the morning and once at night.

Affirmation

An affirmation declares or states positively that something is true. An affirmation centers your thinking and helps you to remove self-doubts. It will help you develop skills and confidence to reach your potential.

How to Use an Affirmation

Read your affirmation at least three times a day. The first thing in the morning and the last thing at night are the most important times. Your affirmation should bring a mental picture to your imagination that is equal to the desired result. As you read your affirmation, feel the emotion that goes with the desired result.

Writing Affirmations

1. Be sure that you are in the affirmation. Use "I" or "me" or some other word referring to yourself. Avoid comparing to others.

Example: Ineffective — "Happiness is fun"
Effective — "I am happy"
Ineffective — "I am the best student in this class"
Effective — "I am an excellent student and my achievements are high"

2. The affirmation should be a positive statement and describe that which you desire to be or have.

Example: Ineffective — "I don't pout when I don't get my way"
Effective: — "I am a happy, likeable person"

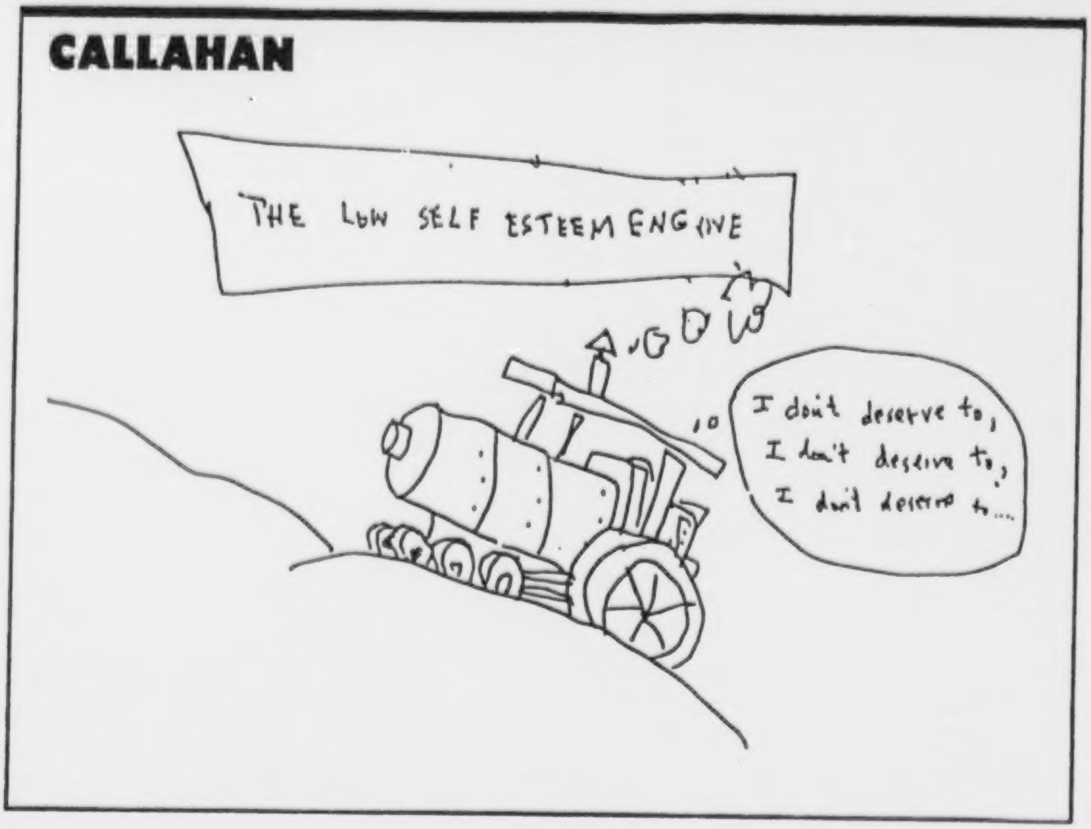
3. Be sure the words of the affirmation are in the here and now, not the past or future.

Example: Ineffective — "I am going to be more responsible."
Effective — "I am a responsible person."

4. Be enthusiastic and see the mental picture your affirmation creates.

5. Put excitement and action into your affirmation.

Example: Ineffective — "I can be a little bit better every day."
Effective — "I am proud of the fact that I am getting better and better in every way."


CALLAHAN
THE LOW SELF ESTEEM ENGINE
I don't deserve to, I don't deserve to, I don't deserve to....

Courtesy of John Callahan, distributed by Levin Represents

Self-Survey

Directions: Put a check (√) in the column that describes who you are.

	Just Like Me	Sort of Like Me	Not Like Me at All!
1. Active			
2. Adventurous			
3. Aggressive			
4. Ambitious			
5. Artistic			
6. Capable			
7. Complicated			
8. Cheerful			
9. Confident			
10. Conformist			
11. Intelligent			
12. Mature			
13. Rebellious			
14. Sensitive			
15. Sarcastic			
16. Easy-going			
17. Efficient			
18. Enthusiastic			
19. Excitable			
20. Frank			
21. Friendly			
22. Flirtatious			
23. Forceful			
24. Generous			
25. Gentle			
26. Good-natured			
27. Hard-headed			
28. Honest			
29. Humorous			
30. Idealistic			

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In My Own Words

Directions: Complete each section below. Be prepared to discuss your answers with a group of classmates.

Your Name: ______________________________

Three words to describe you:

____

____

____

Three important qualities in a friend:

____

____

____

What or who you'd like to be 10 years from now:

The subject you like best and why:

Your worst subject and why:

One thing that makes you happy:

One thing that makes you sad:

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◆ Who I Am

At a Glance

Students make collages that represent how they feel about themselves.

Two or more class periods

Purpose

To improve self-awareness.

Materials

Sheets of different-colored construction paper

art materials such as magazines, scissors, and glue

Motivation

Explain that our self-image affects how others see us. If we feel good about ourselves, others will deal with us respectfully and positively. Make certain that all students understand how to make a collage. Then point out that a "self" collage will depict students' views of themselves to the class.

Activity

1. Pass out magazines and have students find pictures and words that represent them. They should cut out these pictures and phrases and glue them onto individual sheets of construction paper in collage form. Then students put their names on the back of their collage.
2. Collect students' finished collages and hold them up one at a time for the rest of the class to view. Have students guess which individual the collage represents. Ask them to share what clues they used and how they arrived at that decision. Discuss the emotions, likes, and dislikes represented in the pictures.

Follow-up

Talk about the process with students:

- Was it difficult to find appropriate images and words?
- Did class members' interpretations of the collages vary widely?

Point out that people may have very different responses to images, depending on their backgrounds and experience.

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Session V - Goal Setting for Future Development

I. Introduction

A. Introduce today's lesson by using the activity A Pat on the Back. (See Teacher Key.) Special materials are required.

II. Importance of Being Positive

A. Ask the students the following questions:

1. Who would you rather be around...someone who looks for the positive in life or someone who looks for the negative in life? Why? Discuss.
2. Do you know someone who is always negative and looks at the bad side of everything? How does it feel to be around them?
3. What do you suppose this does to their self-esteem? (Agree that the more a person focuses on the negative in life, the lower their self-esteem.)
4. Does anyone know a person who is generally positive and optimistic?
5. How does it feel to be around them? How do other people treat them?
6. What do you suppose this would do to their self-esteem? (Generally the more a person focuses on the positive in life, the higher their self-esteem.)

B. Stress to the students that positive people are more pleasant to be around and probably receive more positive reinforcement from others which results in their having higher self-esteem.

C. Continue the introduction by asking:

1. When someone is unfriendly, how do you tend to react?
2. What does this situation tell you if you want to be treated well by others?

D. Emphasize that we have to be friendly and positive so that we set the tone in each situation.

III. Setting the Tone

A. Write on the board "Set The Tone Since You Get What You Give!"

B. Explain that if we want to be happy and positive, we need to be the ones who "set the tone" in interactions by being positive, instead of letting the negative people bring us down. Attitudes are contagious! One person acting positively or negatively can actually affect hundreds of people.

C. Have the students ask themselves:
"Would I want everyone around me to have my present attitude?"

D. Emphasize that people tend to react back toward us the way we react toward them. So, if we want people to act positive toward us we need to act that way toward them first. In order to do this, we must make a decision to be positive and keep reminding ourselves of that choice. Positive thinking leads to positive behavior, which leads to success.

E. Explain that sometimes it is hard to be positive. Sometimes, everything seems to be going wrong and it is easier to feel negative. Yet, we see what we look for. so, when times are tough, look for reasons to be positive.

F. Have the students practice becoming positive by assigning volunteers one of the following situations. Have them think of something positive to focus on in each situation.

1. Waiting in line at the bank, movie, or store.
2. Bad weather
3. Complaining relatives
4. Strict school rules
5. Something others do that annoys you
6. Problems with parents
7. Having to get up for school
8. Traffic jam
9. Something important breaks (i.e. radio, TV)

G. Explain that we can't change anything but our attitude in some of these situations. Refer to **THE POWER OF BEING POSITIVE.**

IV. Choosing How to Change

A. Ask the students, "If you were in an airplane and entered turbulence would you feel more confident to have the pilot at the controls or to have the plane on auto pilot?"

B. Emphasize that many people live much of their lives on "auto-pilot" by simply acting automatically according to the way they have been conditioned to act. This way may be OK as long as everything runs smoothly but when we encounter turbulence, it is far preferable to "take charge" and make choices according to how we want and need to act. Unfortunately, many of the ways we have been conditioned to react bring results which aren't what we want.

C. Have the students think about the following example:

Ask them if they have ever faced a situation in which they over-reacted because they were on "auto-pilot".

Allow time to share and discuss. Point out that when we react automatically without thinking when we are upset, we usually make the problem worse. Therefore, we want to examine more effective ways of reacting. We can CHOOSE how to react.

D. Refer to the activity: **THE GREAT IMPROVEMENT MACHINE** and discuss with the students.

V. Summary

A. Clarify goals and self-concepts by completing the activity **IF I COULD BE...**

POST-TEST

ACTIVITY : A PAT ON THE BACK

Concept/ Description: Receiving and giving compliments can build self-esteem.

Objective: To have students recognize and acknowledge each other's strengths.

Materials:
Large sheets of light colored construction paper
Masking tape
Crayons

Directions:

1. Have each person tape a piece of construction paper to his or her back.
2. Give each student a crayon.
3. Students stand and walk around the room. Each person is to write at least one positive comment on every other person's sheet. Comments should highlight that person's strengths.
4. When all are finished, ask each student to remove the paper and look at it.
5. Ask if anyone had something written that surprised them. Discuss.

THE POWER OF BEING POSITIVE

"Being positive is a choice. It is a way of looking at life. It doesn't have to depend upon what happens to you. You can either choose to let life's difficulties and inconveniences upset you, or you can instead use all that energy to work in a positive way toward fulfilling your personal goals to create a better future for yourself."

Name one or more things that used to upset you which you could CHOOSE to look at in a different way and remain positive. What could you tell yourself to help you look at it differently now?

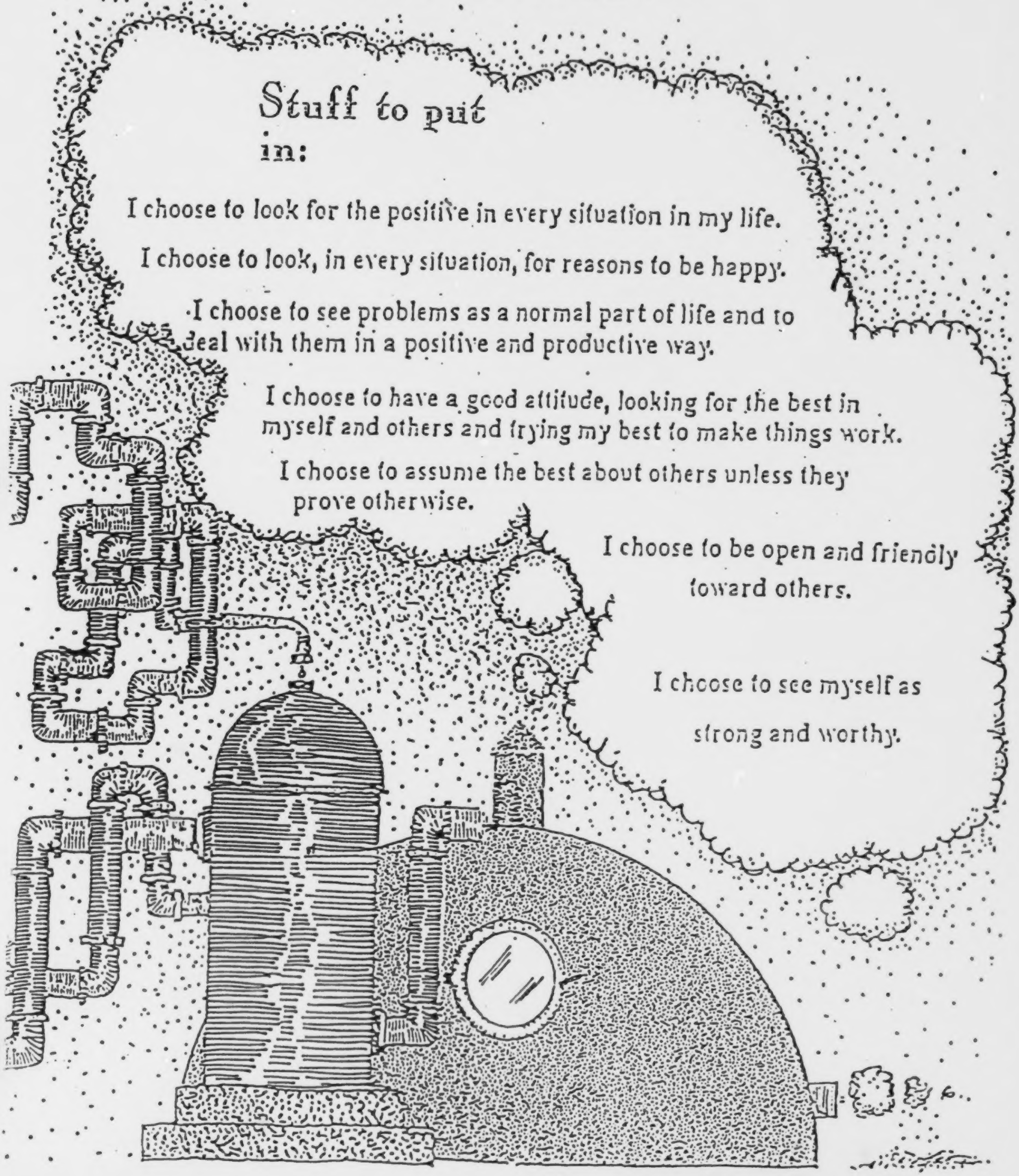
1.

2.

3.

4.

THE GREAT IMPROVEMENT MACHINE



Stuff to put in:

I choose to look for the positive in every situation in my life.

I choose to look, in every situation, for reasons to be happy.

I choose to see problems as a normal part of life and to deal with them in a positive and productive way.

I choose to have a good attitude, looking for the best in myself and others and trying my best to make things work.

I choose to assume the best about others unless they prove otherwise.

I choose to be open and friendly toward others.

I choose to see myself as strong and worthy.

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If I Could Be . . .

Directions: Complete each of the statements below by writing only what you feel. Then share your responses with a partner.

If I could be	*I'd be a(n)*	*because*
Example: *an animal*	*a lion*	*I could roar!*
a precious stone		
a bird		
an insect		
a flower		
a tree		
a piece of furniture		
a musical instrument		
a building		
a car		
a street		
a state		
a foreign country		
a game		
a record		
a movie		
a TV show		
a food		
a color		

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COMMUNICATION

BUILDING SKILLS

COMMUNICATION-BUILDING SKILLS - A

Session I - Verbal and Nonverbal Techniques

I. Introduction

A. Define communication

Communication is the ability to express one's thoughts, feelings, beliefs, opinions, reactions, values, hopes, dreams. It is the cornerstone of human interaction. Communication has a direct effect on one's self-esteem and the quality of relationships with others.

A breakdown in communication skills can cause stress between individuals, groups, or nations. It can cause misunderstandings leading to feelings of anger, mistrust, and frustrations in relationships with teachers, friends, family, and others.

B. Complete the pre-test for communication-building skills.

C. Communication Activity

Have students select partners they do not know very well. One is Person A and one Person B.

Person A gets one minute to tell his/her partner about himself/herself (information about their families, their likes and dislikes, hobbies, etc.). Person B must listen but not respond in anyway.

After one minute have students reverse roles. At the end of the second minute, ask a volunteer to tell the class as much as he/she can remember about his/her partner. Allow others to share.

Ask: Was this a difficult activity to complete? What was difficult for the speaker?...the listener? Was it easier for the first or second speaker? What would have made this activity easier?

II. Types of Communication

A. Verbal - the use of words and language to convey a message. Most people communicate by talking.

1. Speaking Skills - If spoken messages are unclear, communication problems including misunderstandings occur. Clear messages are specific. The way people talk, how fast or slow, and the tone of the voice can change the meaning of the message.
2. Listening Skills - Receiving the information is just as important as transmitting the message. It has been estimated that we spend 45% of our communication time listening. Active listening involves hearing the message and getting a sense of how the person is feeling. It also includes giving the other person feedback about what is being said.
   a. Ask: How can you tell if a person is actively listening (their feelings might include anger, frustration, hurt, or confusion). Reinforce the importance of good listening skills when communicating with family members, teachers, friends, and others.
   b. Activity: **ARE YOU A GOOD LISTENER?** Go over together the good and poor listening skills.

c. Activity: **EVALUATION OF LISTENING HABITS.**
Have students answer, then go over together.

d. Practice Listening Skills
Have each person pick a different partner. Ask each student to think of a person who has had a positive influence on his/her life. Each student is to take 3 minutes and share with his/her partner (Remember to use Good Listening Skills). When both have finished, ask the following questions:

1. How did the listener show you s/he was listening?
2. Did the listener's questions and sharing help you understand more clearly why this person was important to you?
3. What suggestions would you give your listener on improving listening skills?
4. As a listener, were you concentrating on the feelings behind the words spoken?
5. In what ways did you acknowledge those feelings?

e. Following Oral Directions Activity
Give students a blank piece of drawing paper and some markers. Read **FOLLOWING DIRECTIONS** and have student draw whatever is described. You may repeat a direction but may not answer any questions.

When all have finished, put the drawings on the wall for the class to see. Compare the drawings. Ask: Do all the figures look alike? Discuss the similarities and differences. Discuss how the same directions can be interpreted differently by different people. Words like "several" and "some" are unclear. People often have misunderstandings because the words they use are unclear.

B. Nonverbal - Another important component in the communication process is nonverbal communication which is the use of symbols, signs or body language to convey a message. It provides additional information to help clarify the message.

Ask: What are signs and symbols seen daily? (arrow, badge or uniform, traffic sings, universal signs for food, lodging, etc., as well as sign language.)

Ask: What is body language? (the use of the body to communicate without using words, such as facial expressions, posture, gestures). We all communicate through body language.

1. Nonverbal Activity: Point your finger and frown, smile, fold your arms. Ask: What kind of message did I just send to you with my body language? Ask volunteers to communicate something nonverbally. The other students should try to guess as quickly as they can what the student is saying "nonverbally".
2. Activity: **NONVERBAL MESSAGES.** Go over together.
3. Activity: **FEELINGS WORD SCRAMBLE**
4. Activity: **FEELINGS BINGO**

III. Summary
Review the importance of good communication and the types of communication.

IV. Self-Plan

Are You a Good Listener?

Good Listening Skills

- Facing the speaker and making eye contact
- Giving either verbal or nonverbal signs that you are listening
- Paying close attention to what the speaker is saying as well as his or her body language
- Asking questions to clarify what you heard
- Giving feedback to see if you clearly understand the message
- Complimenting the speaker
- Trying to understand how the speaker is feeling and reflecting the feelings you pick up back to the speaker
- Not allowing your personal biases to affect what you are hearing
- Offering suggestions rather than advice

Poor Listening Skills

- Looking around the room rather than at the speaker
- Interrupting the speaker before he or she is finished
- Making totally unrelated remarks
- Giving unsolicited advice
- Changing the subject before the speaker is finished
- Putting the speaker down because you don't agree with him or her
- Talking to someone else when speaker is talking
- Continuing to do what you are doing rather than listening attentively
- Trying to top the speaker's story with what you think is a better one
- Denying the speaker's feelings or being so empathetic with the feelings that it interferes with the communication

EVALUATION OF LISTENING HABITS

Answer YES or NO

__________ 1. Am I a good listener?

__________ 2. Do others see me as a good listener?

__________ 3. Do I create a caring climate around me so others come to me openly with their problems?

__________ 4. Do I ask questions and get involved in the conversation?

__________ 5. Can I put myself in the other person's shoes?

__________ 6. Do I concentrate on what is being said?

__________ 7. Do I avoid completing the other person's statements?

Following Directions

Read the following directions to your partner—word for word. Tell your partner to draw a picture "exactly as you describe it." If your partner does not understand a specific direction, you may repeat it, but do not answer any questions.

1. Draw a square on your paper.
2. Draw a wavy circle around the outside of the square.
3. Inside the square, draw a triangle with several stars in it.
4. At the top of the circle, draw a hill with another hill on top of it.
5. Beginning at each corner of the square, draw a diagonal line ending in a figure-eight.
6. Put some dots in the figure-eights.
7. At the bottom of the circle, draw a zig-zag line.

NONVERBAL COMMUNICATION MESSAGES

A. Facial Expressions:

1. Frown: displeasure
2. Smile: friendly
3. Raised eybrow(s): surprise
4. Narrowed eyes: anger
5. Blushing: embarrassment

B. Eye Contact:

1. Glaring: displeasure
2. Staring: listening
3. Avoiding eye contact: ignoring
4. Looking over the shoulder: disinterest

C. Hand and arm gestures:

1. Pointing finger: authority, displeasure
2. Folding arms: not open to change or ideas
3. Arms at side: open to ideas
4. Hands up or outward: puzzlement

D Body Posture:

1. Fidgeting or doodling: boredom
2. Hands on hips: anger
3. Slouching in seat: boredom
4. Shrugging shoulders: indifference
5. Squared shoulders or stance: concern
6. Playing with objects: boredom, nervousness

E. Others:

1. Tossing an object: don't care
2. Short breaths or sighing: impatient
3. Tapping foot: impatient

Feelings Word Scramble

Teacher's Guide

We experience many different feelings. Our facial expression or non-verbal communication may show how we are feeling. Try to unscramble the words and decide if YOU ever feel this way.

ANXIOUS

AGGRESSIVE

HAPPY

DETERMINED

LONELY

MISERABLE

CAUTIOUS

WITHDRAWN

CONFIDENT

JEALOUS

SHOCKED

SATISFIED

SMUG

ENRAGED

BORED

Feelings Word Scramble

We experience many different feelings. Our facial expression or non-verbal communication may show how we are feeling. Try to unscramble the words and decide if YOU ever feel this way.

xniuoas

____

rgesgvieas

____

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Session II - Communication Roadblocks

I. Activity: **COMMUNICATION CHECK**
After students have answered statements, discuss problems they may have in communicating with their parents, siblings, or peers.
Why is it important for parents and teens to understand each other?
What are things you would like your parents to understand?
Encourage them to share their feelings with parents.

II. Let students brainstorm and list barriers to communication or communication stoppers on the board. (Refer to **COMMUNICATION STOPPERS** sheet.)
1. not really listening/concentrating
2. not willing to change
3. distracted by noise
4. not enough time for discussion
5. interrupting
6. advising/giving solutions
7. judging
8. interpreting/analyzing
9. dominating
10. probing
11. accusing/threatening
12. ordering/commanding
13. criticizing/name calling/put down

III. Role Play
Invite a volunteer to start a conversation with you about anything that comes to mind. As the student begins to speak, respond with a communication stopper from the list. (sheet attached). Use appropriate gestures, volume, and tone to make response convincing as possible. Continue until the student gives up talking or the point has been made.
After each demonstration, lead a discussion about the effects of that communication behavior. Activity: **HUH?**

IV. Activity: **HINTS FOR OVERCOMING BARRIERS TO COMMUNICATION.**
After discussing ways to overcome barriers to communication. Read **GOOD COMMUNICATIONS** aloud and let students discuss their answers.

V. Activity: **HANGMAN** - Use the examples from Communication Hangman and play hangman on the board. Allow students to think of other terms relating to communication.
Activity: **COMMUNICATION ROLEPLAY**

VI. Summary
Review ways to overcome communication barriers.

Communication Check

Directions: Read each statement below carefully. Circle *YES* if the statement is true most of the time or usually. Circle *NO* if the statement is seldom or never true. Remember: Be honest!

Circle one:

YES NO 1. When I "have my say," my parents don't interrupt.

YES NO 2. My family does things as a group.

YES NO 3. My family talks openly with each other.

YES NO 4. My parents respect my opinions.

YES NO 5. My parents lecture and preach too much.

YES NO 6. I can discuss personal problems with either parent.

YES NO 7. My parents tend to talk down to me.

YES NO 8. My parents show an interest in my activities and interests.

YES NO 9. I can discuss and ask questions about sex with either parent.

YES NO 10. My parents trust me.

YES NO 11. I find it hard to talk about my feelings at home.

YES NO 12. My parents have confidence in my abilities.

YES NO 13. I never hesitate to disagree with either of my parents.

YES NO 14. I don't ask my parents for things because they may deny my requests.

YES NO 15. My parents really try to see my side of things.

YES NO 16. My parents consider my opinions when making decisions about me.

YES NO 17. After they make a decision about me, I ask them their reasons for it.

YES NO 18. My parents explain their reasons for not letting me do something.

YES NO 19. My parents try to make me feel better when I'm "down in the dumps."

YES NO 20. I help my parents understand me by telling them how I think and feel.

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COMMUNICATION STOPPERS

INTERRUPTING

DEMONSTRATION: Butt in time and again as the student talks, with statements about yourself and things that have happened to you. for example, if the student says, "I have a dog named...," interrupt with, "Have I ever told you about my dog? You know, he's really a terrific pet..., etc., etc. "

DISCUSSION: Mention how frustrating it is to be interrupted, and how futile it is to continue a conversation when interruptions occur over and over. Interrupting is probably one of the most common, yet assured ways to stop communication.

ADVISING/GIVING SOLUTIONS

DEMONSTRATION: Give lots of unasked-for advice. Use statements like, "Well, if I were you...," "I think you should...," and "Have you tried..." If the student says, "I have a dog named...," respond with, "Dogs are a lot of trouble. Take my advice and get rid of it" or "You should take it to a professional trainer at six months." Etc.

DISCUSSION: By giving unsolicited advice, a person immediately assumes a position of superiority. Advice-giving says, "I know better than you do." Advice may also cause the speaker to feel powerless to control his/her own life.

JUDGING

DEMONSTRATION: Evaluate the student and everything s/he says. For example, if the student says, "I have a dog named...," say, "What a good person you are - all dog lovers are fine people." If the student says, "My dog is a poodle," say, "Oh, that's too bad. Poodles are high strung and hard to train."

DISCUSSION: Judging retards communication even when the judgment is positive. Not only does the "judge" assume a superior position, his/her evaluations may so completely contradict the speaker's own feelings that a contest or argument ensues - or further communication seems pointless.

INTERPRETING/ANALYZING

DEMONSTRATION: Analyze everything the student says in order to reveal its "deeper meaning." If the student says, "I have a dog named...," say "You have a dog because you need companionship." If s/he says the dog is a mongrel, respond,: Your self-image wouldn't allow you to have a pedigreed dog."

DISCUSSION: Interpreting and analyzing says that the listener is unwilling to accept the speaker (or the speaker's statements) at face value. Not to mention that the interpretation is frequently wrong.

DOMINATING

DEMONSTRATION: Take over the conversation. If the student says, "I have a dog named...," jump in with, "So do I. My dog is..., and not only that, he..., and so..., because..., blah, blah, etc. etc. ad nauseam.

DISCUSSION: We all know how frustrating and annoying it is to be in a conversation with someone who always has something better and more interesting to say than we do. In addition, when one person dominates a conversation, others are forced to use another communication stopper, INTERRUPTING, just to get a word in.

PROBING

DEMONSTRATION: Ask question after question in a demanding tone. If the student says, "I have a dog named...," ask, "Why did you get a dog?"

As soon as the student begins to answer, ask, "When did you get it? How much did it cost?" And so on.

DISCUSSION: Probing tends to put the speaker on the defensive by asking him/her to justify or explain every statement. More importantly, questions may lead the speaker away from what s/he originally wanted to say. The questioner thus controls the conversation and its direction.

CHALLENGING/ACCUSING/CONTRADICTING

DEMONSTRATION: Contradict what the student says and accuse him/her of being wrong. For example, if the student says, "I have a dog named...," say, "No you don't since when?" If the student says, "I bought him last week...," respond, "You never have any money, so how could you afford to buy a dog?"

DISCUSSION: Contradictions and accusations put the speaker on the spot, and make it necessary for him/her to take a defensive position. They also say to the speaker, "You are wrong." or "You are bad."

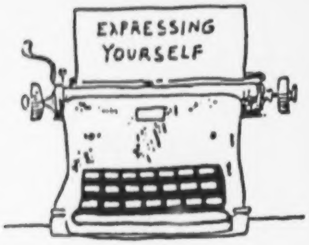
CRITICIZING/NAME-CALLING/PUTTING-DOWN

DEMONSTRATION: Make sarcastic, negative remarks in response to everything the student says. If the student says, :I have a dog named...," say, "You jerk, what did you get a dog for? You can't even take care of that mangy cat of yours!" If the student says, "The cat is my sister's." respond, "That's just like you, blaming your little sister for everything."

DISCUSSION: Criticism diminishes the speaker. Few of us want to continue a conversation in which we are being diminished. Name-calling and put-downs are frequently veiled in humor, but may nonetheless be hurtful and damaging to a relationship.

DISCUSSION QUESTIONS

__ How did you (the speaker) feel?
__ What effect does this type of response have on the speaker? ....the conversation? ...the relationship?
__ Has this ever happened to you? What did you say and/or do?
__ Under what circumstances would it be OK to respond like this?



HUH?

☞ *Sometimes we don't explain.*

☞ **Sometimes we don't listen.**

☞ *Sometimes we don't like what we hear.*

☞ ***Sometimes we cut people off.***

☞ Sometimes

☞ **Sometimes**

☞ *Sometimes*

HINTS FOR OVERCOMING BARRIERS

Ask for more information.
"I don't understand the meaning of that word. Would you please explain further?"

Restate what you think you heard.
"Are you saying that you mean...?"

Explain what you think happened.
"I feel that you cut me off in mid-sentence."

Tell your feelings.
"I get angry when I am put down for my opinions."

Try to stay calm.
Attacking another person does not help you get your point across.

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[7] *Into Adolescence: Communicating Emotions*

Good Communications

Directions: Read each problem and the possible solutions. Check *yes* if the solution represents good communication and *no* if it does not. Explain *why* or *why not* for each solution.

Best Friends

Judy and I have been best friends since second grade. Ever since we started junior high, she has been jealous of any new friends I make. I still want Judy for a friend, but I'm interested in doing things with other people, too. What should I do?

1. Drop her. Tell her she is dumb for not letting you have other friends and that you don't want to ever see her again.
   ☐ *yes* ☐ *no* *why?* or *why not?*

2. Be honest with her. Tell her you still want to be best friends, but think you both should have other friends, too. Ask Judy and another friend you think she might like to go to the show together.
   ☐ *yes* ☐ *no* *why?* or *why not?*

3. Do things with your other friends without telling Judy. Have your mom or brother make an excuse if she calls or comes over. Then she won't feel bad.
   ☐ *yes* ☐ *no* *why?* or *why not?*

Age 13

I'm a thirteen-year-old boy who can't have any privacy, not even in the bathroom. I have one brother and two sisters and one bathroom. I'm the oldest. When I was little, people were always coming in and out of the bathroom when I took a bath. Now that I'm getting older, I think I have the right to lock the bathroom door. Whenever I do my brother pounds on the door and screams until my mom or dad comes and makes me unlock the door. Then I get yelled at for locking the door and my brother laughs. What should I do?

continued on next page

1. When your parents aren't looking, beat up your brother. Tell him to shut up and leave you alone in the bathroom, or you'll beat him up again.
   ☐ *yes* ☐ *no* *why?* or *why not?*

2. Pretend you don't care, then make sure to barge in on your brother whenever he's in the bathroom.
   ☐ *yes* ☐ *no* *why?* or *why not?*

3. Try to talk to your mom or dad. Tell them that you are growing up and would like a little privacy in the bathroom. Maybe you could work out a schedule so you could use the bathroom when it is not so busy. Ask your mom or dad to explain to your brother why you want privacy.
   ☐ *yes* ☐ *no* *why?* or *why not?*

The Dance

I want to go to the school dance this weekend. My parents will let me go but I have to be home by 10:00. The dance isn't over until 11:00. I feel dumb when everyone else can stay to the end and I have to leave early. My parents treat me like a baby. What should I do?

1. Ask your parents if they would let you stay out later for this special occasion. Explain that the dance is supervised and you will leave the minute it is over. Tell them that you understand that the reason they want you in early is because they are concerned about you. But this is a special occasion and many adults will be there.
   ☐ *yes* ☐ *no* *why?* or *why not?*

2. Throw a tantrum. Tell your parents that they don't care about you or they would let you do what you want. Make them feel guilty.
   ☐ *yes* ☐ *no* *why?* or *why not?*

3. Don't tell your parents about the dance. Go spend the night with a friend and tell your parents you will be in by 10:00. What they don't know won't hurt them.
   ☐ *yes* ☐ *no* *why?* or *why not?*

Communication Hangman

anger
fear
listen
road blocks

cooperate
consequence
coping
resolve

HEY, WHAT'S GOING ON HERE?

ROLE PLAY----COMMUNICATION BARRIERS

LOOK AT THESE SITUATIONS AND ACT THEM OUT WITH A FRIEND. THINK ABOUT COMMUNICATION BARRIERS AND HOW YOU CAN COMMUNICATE MORE EFFECTIVELY.

1. You and your sister got into a fight about talking on the telephone too long. What can you do?
2. Your best friend accused you of talking to her boyfriend. How do you handle it?

NOW TRY TO THINK OF OTHER SITUATIONS THAT HAVE OCCURRED AND HOW YOU CAN OVERCOME COMMUNICATION BARRIERS

COMMUNICATION-BUILDING SKILLS - A

Session III - Assertive Communication Skills

I. Define aggressive, passive, and assertive behavior.

A. Tell the students you want them to think of someone they know whom they would consider to be **AGGRESSIVE**. Have them picture that person being aggressive as he or she relates to others.

B. Tell them to now shift the scene and think of someone they know whom they would consider **PASSIVE**. Have them picture that person being passive as he or she relates to others.

C. Today's objective is to be able to identify and understand aggressive and passive behavior, as well as the preferable alternative, **ASSERTIVE** behavior.

D. Ask the students to brainstorm what sort of behaviors they "saw" as they attempted to visualize aggressive behavior. List them on the board under "AN AGGRESSIVE PERSON:" (The list may include the following:)

- Tries to control or dominate others
- Doesn't listen
- Doesn't care about the feelings of others
- Sounds threatening &/or abusive
- Tries to overpower others
- Always wants his/her own way
- Doesn't know how to compromise (or doesn't WANT to)
- Makes others feel defensive, hurt, or put-down
- Likes to blame others
- Sometimes uses sarcasm
- Uses a loud and harsh tone of voice

(If the students leave out any of these areas, use effective questions to seek out the answer. e.g. "Do aggressive people attempt to work out a satisfactory compromise with others?"

E. After most are listed, look at the handout **AN AGGRESSIVE PERSON**. Have the students review it to see if they missed anything. When someone acts aggressively toward you, how do you generally respond? (Negatively. Get them to see that others generally have negative feelings toward an aggressive person, will resent them, and will try to "get even" if they can.) Do you think an aggressive person has a high level of self-esteem? Why? (No, because other people tend to react negatively toward them.)

F. Explain that many people who react aggressively do not mean to do so. They think being aggressive IS being assertive. They don't want to appear weak or not in control, so they make demands and insist on getting their own way. They may not really want to hurt others, but they haven't learned assertive skills. You don't HAVE to be aggressive and put the other person down in order to assert your point of view. Explain again that the goal of this session is to teach **ASSERTIVE SKILLS**.

G. Have the students think once again about the passive person that they visualized. Ask them to brainstorm the sort of behaviors they "saw" him or her display. List them on the board under the heading "A PASSIVE PERSON": (The list may include the following:)

- Doesn't stand up for his/her own rights and needs
- Appears afraid of expressing his/her true feelings or opinions
- Tries to gain approval from others by avoiding any conflict

- Puts up with problems
- Ends up playing victim, often resenting it
- Appears helpless
- Allows others to interrupt or "talk down" to them
- Talks softly
- Avoids eye contact
- Often appears self-conscious

H. After most are listed, look at the handout **A PASSIVE PERSON**. Have the students review it to see if they missed anything.

Explain that the passive person communicates: "I don't matter. You can take advantage of me. I'll put up with just about anything from you. My needs are insignificant; yours matter. My ideas are worthless; only yours are significant. I have no rights, but of course, you do. Pardon me for living" (From Dr. Robert Bolton's **PEOPLE SKILLS**).

Say that many passive people are motivated by the need to be "nice" so that others will like them. However, they forget to be nice to themselves when they treat themselves as if they don't matter. They make the mistake of thinking that being assertive is being aggressive, and they try to avoid conflict at all costs.

Ask: "Do you think passive people have much self-esteem? Why?" (No. Because other people tend to walk all over them and treat them as if they do not matter.)

I. Explain that fortunately there is an alternative to being aggressive or passive - and that is to be **ASSERTIVE**. As you explain the characteristics of an assertive person, have them look at the handout **AN ASSERTIVE PERSON**.

Ask different students to each read one of the characteristics:

- Stands up for his/her rights without infringing on the rights of others
- Is able to express his/her feelings and opinions honestly and openly
- Respects the feelings and opinions of others
- Listens to the other person
- Takes responsibility for own behavior
- Doesn't try to make the other person feel guilty
- Speaks in a calm, firm voice
- Has good eye contact

Explain that assertive communication is a skill which can be taught, and your goal is to teach it to them. Say that the first step is to be able to recognize the different styles of communication.

J. Look at the **AGGRESSIVE, PASSIVE, OR ASSERTIVE** worksheet. Read orally and ask them to decide whether each response is aggressive, passive, or assertive. They are also to decide what the probable outcome of each response is.

K. Have the students reflect upon what they learned today by asking:

- What are some of the disadvantages of acting aggressively?
- What are some of the disadvantages of acting passively?
- What are the advantages of acting assertively?
- What insights have you had today?

Explain that honest communication is most difficult when the expression of feelings may jeopardize the relationship. Emphasize that assertiveness involves expressing yourself honestly and openly as well as standing up for your own rights without denying the rights and feelings of others. Lead a discussion about how hiding feelings or expressing feelings inappropriately can be a barrier to good communication.

II. Sending I-Messages

A. Remind the students that yesterday they covered the communication roadblocks and all the ways NOT to express themselves when they have STRONG feelings they want to deliver. They probably went home wondering if there was any legitimate way to express anger,hurt, disappointment, or any of the other emotions they feel from time to time. Today they will learn "I-Messages" to express their feelings assertively.

B. Say that "I-Messages" are a way of expressing how you feel without putting the other person down or using any of the communication roadblocks. It is an ASSERTIVE approach - not an AGGRESSIVE one. It gets the best possible response from the other person. It is a much better approach than the more typical "You-Messages" where the speaker aggressively blames the other person, resulting in a defensive response. Say that before you teach the specifics of sending an "I-Message", you want to give them three situations with both an "I-Message" and a "You-Message" response to each situation. Then they can see how each style would have affected them.

C. Activity: **RECEIVING YOU & I MESSAGES**. Ask for a volunteer to read each of the following examples in turn. Say that after an example is read, you will approach that student as though he or she were that other person and demonstrate first a You-Message and then an I-Message approach. The student is to respond the way he or she probably would if that approach were used with him or her. Afterwards, discuss how the different approaches resulted in different responses.

D. Ask the students to compare the You-Messages and I-Messages they just saw demonstrated: Which response is aggressive, and which is assertive? Why?
Which response focuses on the speaker's judgment of the listener?
Which response brings out the best reaction, and Why?

How would you have reacted to the "You-Message" approach? (Probably defensively, by busily defending yourself instead of listening to the speaker's concerns.)

Discuss as necessary until there is a consensus that I-Messages bring the best reaction from the listener because they are assertive, not aggressive, and focus on the problem rather than attack the other person; therefore, they do not create a defensive reaction.

E. Say that they are now ready to learn to design "I-Messages of their own. Explain that "I-Messages" are composed of three, and sometimes of four parts. (Look at **STEPS IN AN I-MESSAGE**.)

1. "I feel...(State feeling.)
2. when you...(Describe specific behavior.)
3. because...(Explain the effect of this behavior on you.)"

An optional part four is to describe what you would prefer to have happen next time:

4. "Next time I'd prefer..."

Give the following example: You are angry at your sister for leaving you stuck with the dishes even though it was her turn.

You had planned to go to the movies with friends, and because someone needed to do the dishes, everyone ended up late for the movie.

Ask what a "You-Message" would sound like. Now have the students help you change this to an "I-Message." One possible answer would be: "I felt angry when you left me with the dishes on your day because, as a result, my friends and I were thirty minutes late to the movie."

Say that if you choose to add a part 4, you could add: "Next time I'd appreciate it if you did the dishes on your day." Add that sometimes a part 4 can cause defensiveness; it partly depends on the situation, but also on the way it is said. Usually, expressing your feelings is sufficient; the other person can easily figure out what you want without telling them. If what you want them to do next time ISN'T as clear, then a part 4 is a good addition. Ask: In this example, why would it be better to leave part 4 out? (Because your sister knows what you want her to do differently, and emphasizing it here COULD come across as bossy.

F. Activity: DON'T SAY "YOU" - SAY "I"

III. Summary

Review reasons for using assertive request and refusal skills. Why is it important to be able to express how you feel?

AN AGGRESSIVE PERSON

- Tries to control or dominate others
- Doesn't listen
- Doesn't care about the feelings of others
- Sounds threatening and/or abusive
- Tries to overpower others
- Always wants his/her own way
- Doesn't care about what others want
- Doesn't know how to compomise (or doesn't WANT to)
- Makes others feel defensive, hurt, or put-down
- Likes to blame others
- Sometimes uses sarcasm
- Uses a loud and harsh tone of voice

A PASSIVE PERSON

- Doesn't stand up for his/her own rights and needs
- Appears afraid of expressing his/her true feelings or opinions
- Tries to gain approval from others by avoiding any conflict
- Is overly concerned with what others think
- Finds it difficult to say "No"
- Tries to be "nice" by giving in to others
- Puts up with problems
- Ends up playing victim, often resenting it
- Appears helpless
- Allows others to interrupt or "talk down" to them
- Talks softly
- Avoids eye contact
- Often appears self-conscious

AN ASSERTIVE PERSON

- Stands up for his/her rights without infringing on the rights of others
- Is able to express his/her feelings and opinions honestly and openly
- Respects the feelings and opinions of others
- Listens to the other person
- Takes responsibility for own behavior
- Doesn't blame others, put them down, or play victim
- Doesn't try to make the other person feel guilty
- Speaks in a calm, firm voice
- Has good eye contact

AGGRESSIVE, PASSIVE, or ASSERTIVE?? WORKSHEET

Put an "1" for Aggressive, a "2" for Passive, and a "3" for Assertive before each of the following responses:

1. George calls Mary at the last minute and says something has come up and he won't be able to make their date that night, but that he'll call her tomorrow.

______Mary responds, "That's okay, George. I understand. Things happen sometimes." After she hangs up, she complains to her friend, "George is so irresponsible. I can never count on him. I hate it when he cancels out at the last minute. Now my whole evening is blown."

______Mary responds, "You are SUCH a FLAKE! I can NEVER count on you for ANYTHING. Don't bother to EVER call back. If you can't keep your word, I don't want to WASTE MY TIME with you!"

______Mary responds, "I had really been counting on tonight. I wish you had let me know earlier so that I could have planned my time differently."

2. You ask your friend John if you can borrow his car for a special date Saturday night.

______He says, "I guess so", and later complains to his boss that he really gets irritated when people take advantage of him, that he works hard to support his car and doesn't see why someone else should get the benefit of it without the effort.

______He says, "I'm really sorry, but I don't think that would work for me. I work so hard to support my car that I guess I feel I should be its only driver! But would you like to double with Jan and me?"

______He says, "You've really got nerve to ask that question. Here I have to work long hours to support my car, and I'm supposed to loan it to you when you're too lazy to get a job? Hah!"

3. Since two co-workers called in sick at your job, you are left to handle the entire floor by yourself. You are working as fast as you can. One lady appears to be in a hurry, so you say to her politely: "I'll be with you in just a minute."

______She responds, "Thank you. I AM in a hurry, but I can see you are going as quickly as possible."

______She responds, "Well, I certainly hope so! I've got BETTER things to do than stand around in this second-rate store all afternoon!"

______She responds, "That's okay" but then continues to look impatient, glancing repeatedly at her watch. Later she complains to her husband about the terrible service at the store.

4. You notice that several children are leaning against your new car. You are not planning to go anywhere right then.

______You yell, "Get away from that car; don't you know that you could scratch it that way?! Don't your parents teach you anything?!"

______You meekly say, "Excuse me, please. I hate to bother you but I need my car" and then drive off.

______You say, "I get worried when I see people leaning against my car because it could get scratched that way."

5. Your teacher made an error grading your assignment.

______You say to yourself, "I knew he didn't like me" and start avoiding his class.

______You say, "You messed up on my assignment. I wish you'd be more careful and not cheat me."

______You say, "I think there was an error on the grading of my assignment. Here, let me show you."

RECEIVING YOU-MESSAGES AND I-MESSAGES

Describe what your reaction would probably be for each of the "You-Messages" and "I-Messages" below:

SITUATIONS:

1. Your father is frustrated with you because you haven't cleaned the garage like you earnestly promised you'd do in exchange for getting to borrow the car (which you borrowed two weeks ago). How would you respond if he says:

   - "You are SO irresponsible. You just can't be counted on!"

   - "I feel frustrated that you haven't yet completed your half of our bargain. I would like to know that you mean it when you give me your word on something."

2. Your friend is angry with you for calling off your plans to go to a concert at the last moment, leaving him/her stuck with tickets. How would you respond if he/she says:

   - "You are SO thoughtless and unreliable! You only think of yourself! How am I supposed to feel?!"

   - "I felt very disappointed when you cancelled our plans at the last moment. I had really counted on going to the concert with you."

3. Your teacher is unhappy with you for continuing to whisper to your friend in class. How would you respond if he says:

   - "You are really inconsiderate and self-absorbed. You're never going to amount to much if you don't start taking school more seriously!"

   - "I feel frustrated when you keep talking during my lecture because it interrupts my concentration and keeps me from teaching as well as I would like."

BEST COPY AVAILABLE

STEPS IN AN I-MESSAGE

1. "I feel..."	State the Feeling.
2. "When you..."	Describe the specific behavior.
3. "because..."	Explain the effect on you.

OPTIONAL:

4. "Next time I'd prefer..."	Describe what you would prefer.

Don't Say "You"—Say "I"

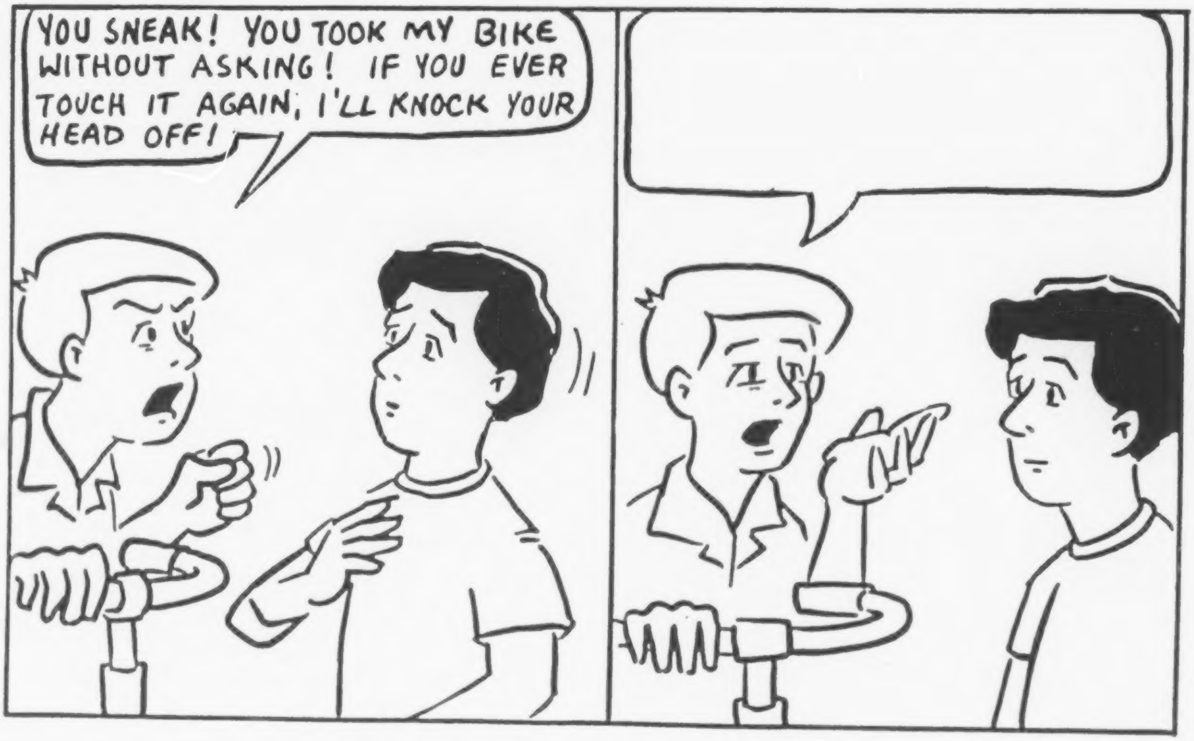
Good Communication is the Key!

When another person does something we don't like, we may be tempted to send the person a **"you" message.** "You" messages get their name from the fact that they often start with the word "you." They are blaming messages. They can make the other person feel mad or hurt—and they can make the situation worse.

Try using an **"I" message** instead. "I" messages talk about your feelings and needs. They can help the other person understand you. Here's how to make an "I" message:

1. **Describe the situation.** It may help to begin with the words, "When..." or "When you..."
2. **Say how you feel.** "When you......................., I feel............................"
3. **Describe what you want the person to do.** "When you.................., I feel..............., and I want you to......................................"

Now, you try it! Read the "you" message in the first cartoon bubble. Then write a better message—an "I" message—in the second bubble.


YOU SNEAK! YOU TOOK MY BIKE WITHOUT ASKING! IF YOU EVER TOUCH IT AGAIN, I'LL KNOCK YOUR HEAD OFF!

Experience Sheet

TEACHING SKILLS OF CONFLICT RESOLUTION

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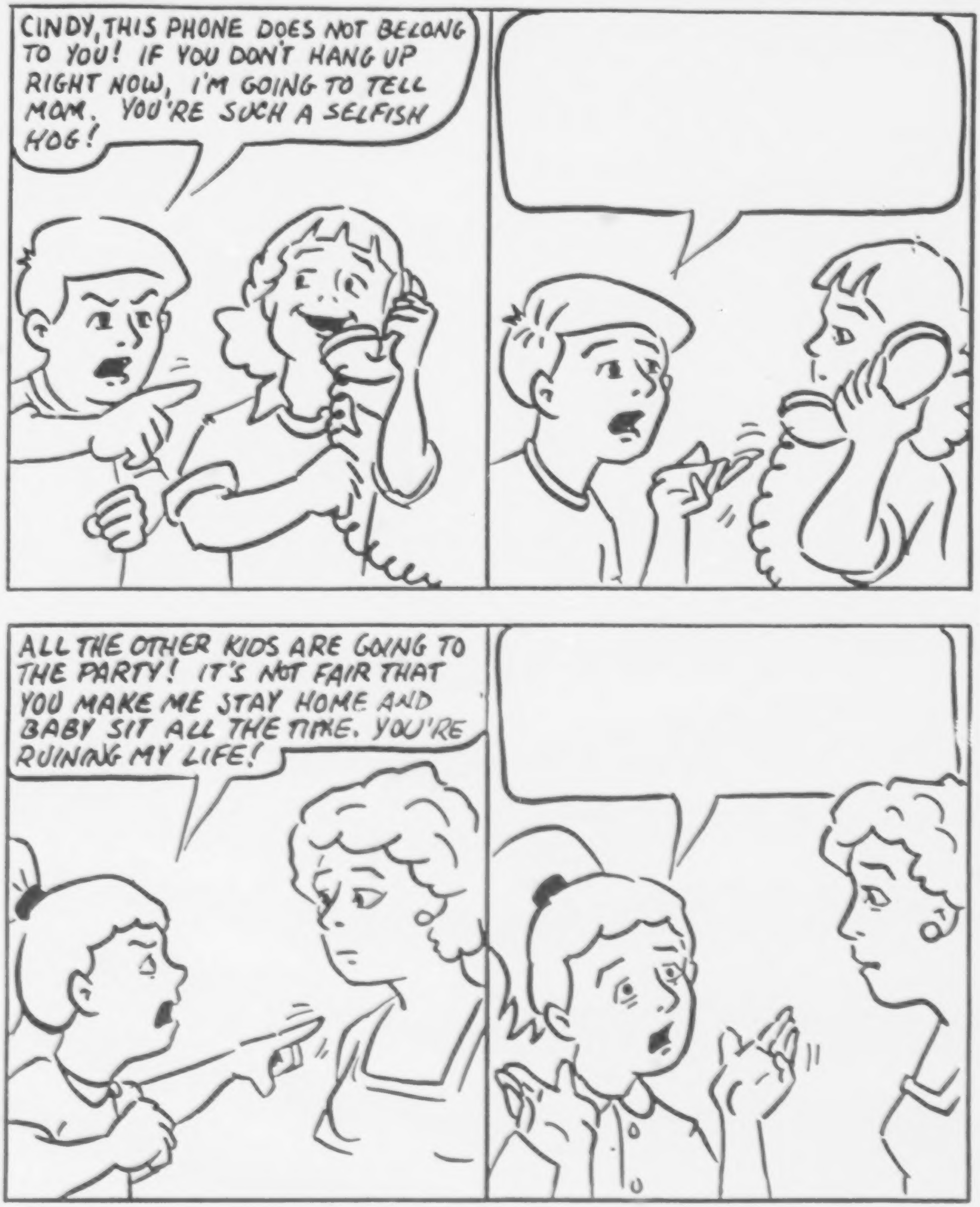

CINDY, THIS PHONE DOES NOT BELONG TO YOU! IF YOU DON'T HANG UP RIGHT NOW, I'M GOING TO TELL MOM. YOU'RE SUCH A SELFISH HOG!
ALL THE OTHER KIDS ARE GOING TO THE PARTY! IT'S NOT FAIR THAT YOU MAKE ME STAY HOME AND BABY SIT ALL THE TIME. YOU'RE RUINING MY LIFE!

REMEMBER— Use "I" Messages in Real Life!

Session IV - Strengthening Assertiveness Skills

I. Review "I-Messages" from session three. Explain that assertive requests can be handled the same way. For practice, use the **ASSERTIVE REQUEST WORKSHEET**. This can be done orally as a group.

II. A. Ask the students to think of a time when they said YES when they would much rather have said NO. Perhaps they were afraid of what the other person or persons would think of them, or maybe they just didn't know what to say.

B. Have the students brainstorm the main reasons why people are afraid to say no. List on the board. (They will probably include items like "Others won't like them as much or think they are fun to be with; others will not want to include them in future activities; others will think they are different," etc.) Say that you want to work on how to make assertive refusals - How to say NO when you want to without feeling guilty about it. Explain that this is a skill which they will find valuable all their lives - that it will save them lots of time and lots of trouble! Tell the students everyone has the right to make their own decisions for themselves - and this includes the right to make their own decisions for themselves - and this includes the right NOT to do things they would prefer not to do. (Remind them, however, that if they choose to refuse to do something their parents or teachers or other authority figures want them to do, there will undoubtedly be some consequences involved!) Explain that the emphasis today will be on saying no to friends, because this is often the hardest thing to do.

C. Ask for examples of some of the things friends might ask them to do which could lead to trouble. List on the board.
Ask: Have you ever ended up participating in any of these activities when you really didn't want to, but didn't know how to get out of it?
Ask: Why do people hesitate to say no to their friends? (They are afraid that others won't like them as much or that others might make fun of them or put them down. Or they might question whether their opinion is as valid as the opinions of others.)
Who do you respect more - someone who says what he/she feels and believes or someone who just goes along with the crowd? Discuss.

D. Explain that when someone asks them to do something they don't want to do, the simplest way to give an assertive refusal is to say:
- "No, I'd rather not" or
- "No, I'm not into that" or
- "No, thanks. I'm not in the mood" or
- "No, thanks. That's not my style.

Often, however, the problem is that they want to still be with the person, but not involved in that activity. And perhaps they want to keep their friend from making a poor decision and getting into trouble, as well as wanting to stay out of trouble themselves.

E. Activity: **STEPS IN MAKING ASSERTIVE REFUSALS**
Ask different student volunteers to each read one of the steps. After reading the steps, remind the students that you don't have to act rude, or judgmental - just matter-of-fact! Your point can be simply that the activity is not going to work for you, for the reasons stated!

F. Activity: **ASSERTIVE REFUSALS - ROLE-PLAY SITUATIONS**. Read the situations orally. Decide on an assertive refusal and ask a volunteer to roleplay it. Remind them to be careful not to use communication road-blocks. Tell them to be aware of their body language, and to be as realistic as possible. (Model the first example for them, using student volunteers to help, so that everyone is sure of what they should be doing.) Have the students critique each of the role plays. Use critical thinking questions to help the students determine if each of the assertive refusal demonstrations would be effective - and why or why not. If a role-play is not as strong as it could be, ask if another volunteer wants to try that particular situation as well.

G. Ask the students to focus upon what they learned today by asking:
  - Why is it important to be able to express how you really feel?
  - How can you keep from worrying about what other people will think and say about you for standing up for what you believe?
  - How did it feel giving assertive refusals?
  - How can you use the skill of giving assertive refusals in your daily life?

H. Activity: **COMMUNICATION CROSSWORD**

III. Summary
Review reasons for using assertive request and refusal skills. Why is it important to be able to express how you really feel?

ASSERTIVE REQUEST WORKSHEET

Design an ASSERTIVE REQUEST for each of the examples given:

1. The sales clerk gives you change for a five dollar bill, but you had given her a ten.

2. Your mother hasn't given you your allowance yet, and you need it for tonight.

3. Your teacher had promised to bring you a book you need to finish your report, but she forgot.

4. Someone is standing right in front of the greeting card section you need to select from.

5. Your friend hasn't returned the money he/she has borrowed from you.

6. Several people are blocking the steps to the library and you can't get past.

7. Your boss had promised to fill out your Work Experience papers for you but hasn't yet.

8. You signed up to talk to your counselor, but he hasn't called you in yet and you really need to speak to him.

STEPS IN MAKING ASSERTIVE REFUSALS

1st--Assertively express WHY you aren't interested in the activity, perhaps identifying negative consequences and then (if appropriate):

2nd--Suggest an alternative--something that would work for both of you.

Then, if the other person isn't interested and continues to pressure you, you can:

3rd--Use the "broken record" technique of repeating the assertive refusal in answer to every pressure-filled plea your friend makes, and then

4th--Leave, reminding your friend as you go that your offer for an alternative plan is still open.

◆◆

ASSERTIVE REFUSALS
SITUATIONS WORKSHEET

Write a good assertive refusal for each of the situations below:

1. Your friends suggest that you all ditch school, but you have already decided to improve your attendance to salvage your semester grades.

2. You had promised your Mom you would clean the kitchen before you went out, but your friends came over early and want you to leave right away. You don't want to let your Mom down because the two of you have been getting along better lately.

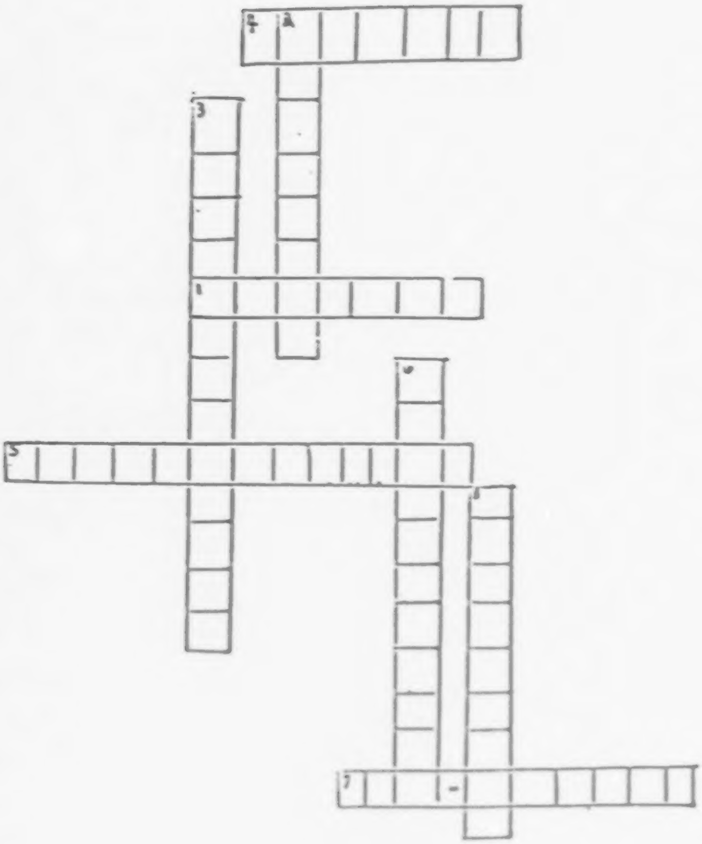
3. A friend wants to copy your homework, but you worked hard on it and really don't want to share it.

4. You work at a department store. A friend wants you to ring up his purchase at just 10% of its real cost. You don't feel it would be right and you fear getting into trouble.

5. Your friends are all going to a party which will probably involve some drugs and drinking. You are worried about everyone's safety afterwards as the result of a Drinking and Driving film you saw in school.

COMMUNICATION CROSSWORD

TEACHER



ACROSS

1. Caring for people and things
4. Truthfulness
5. The ability to express your feelings and thoughts
7. Communication through signs or body language

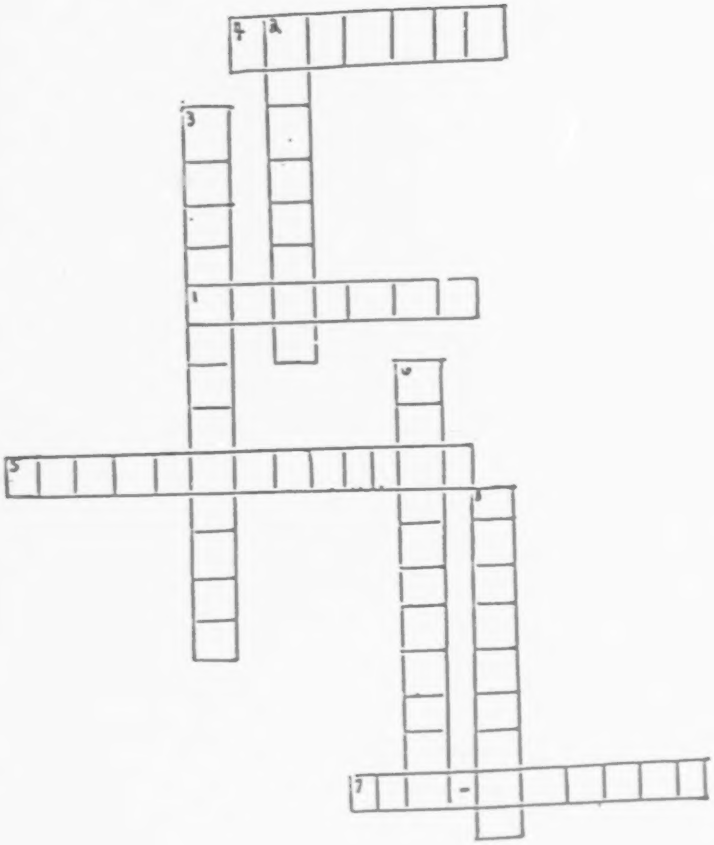
DOWN

2. Broadmindedness
3. The ability to think and feel like other people
6. Working together with other people
8. The ability to express feelings openly and honestly

1. respect 2. openness 3.. understanding 4. honesty 5. communication
6. cooperation 7. non-verbal 8. assertive

COMMUNICATION CROSSWORD

STUDENT



ACROSS

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DOWN

2. Broadmindedness
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6. Working together with other people
8. The ability to express feelings openly and honestly

COMMUNICATION-BUILDING SKILLS - A

Session V - Conflict Resolution

I. Introduction

- A. On individual sheets of construction paper, write the letter of C-O-N-F-L-I-C-T R-E-S-O-L-U-T-I-O-N.
- B. Scramble the letters and ask the students to draw a letter. Have them come to the front of the room and determine what the letters spell.
- C. Explain that todays lesson focuses on conflict resolution strategies.

II. Conflict Resolution Strategies

- A. Explain that anger and conflict are natural human states that are at the root of personal and social change. How young people learn to resolve the conflicts in their lives can predict and even shape their future. There are ways other than aggression or passivity for dealing with conflict. Self-control is essential in conflict resolution.
- B. Refer to the activity **CONFLICT RESOLUTION STRATEGIES**. Ask the students to read the activity and discuss the strategies.
- C. In order to practice resolving conflicts, refer to **HOW TO PROBLEM-SOLVE A CONFLICT**. After reviewing the process, have the students think of a conflict and use the process to solve the situation.

III. Personal Triggers to Conflict

- A. Explain that in order to handle conflicts more effectively, we also need to understand what triggers our own anger and frustration.
- B. Read Uncontrolled Anger Sequence.
- C. Complete My Typical Anger Triggers.
- D. Explain that uncontrolled anger can lead to violence and abuse.
- E. Refer to Some Faces of Harmful Anger Expression. Discuss.
- F. Refer to Why You Choose Anger: 12 Typical Motives. Complete and discuss.

IV. Summary

Review the conflict resolution techniques discussed in today's lesson. Encourage the student to be aware of their own triggers and to practice using the techniques discussed.

V. Post-Test

Conflict Resolution Strategies

Have you ever been in a conflict? Of course! No matter how much you try to avoid them, conflicts happen. They are part of life. What makes conflicts upsetting and scary is not knowing how to handle them. If you don't know something helpful to do, you may end up making things worse. So study these strategies, and the next time you see a conflict coming, try one!

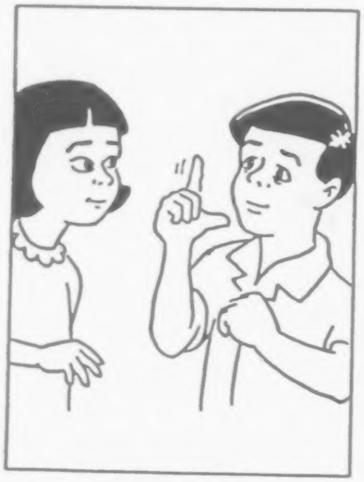
1. **Share.** Whatever the conflict is over, keep (or use) some of it yourself, and let the other person have or use some.

HEY, I THINK THE BEST WAY TO HANDLE THIS IS TO SPLIT THE CANDY BAR.

2. **Take turns.** Use or do something for a little while. Then let the other person take a turn.

HERE! I'VE HAD THIS C.D. FOR A WEEK NOW, AND IT'S YOUR TURN TO LISTEN TO IT. THANKS FOR WAITING.

3. **Active Listen.** Let the other person talk while you listen carefully. Really try to understand the person's feelings and ideas. (This boy is talking in American Sign Language.)



4. **Postpone.** If you or the other person are very angry or tired, put off dealing with the conflict until another time.

WE'RE GETTING NOWHERE. LET'S FORGET THIS UNTIL TOMORROW AND THEN WE'LL TALK AGAIN WHEN WE AREN'T SO TIRED.

5. Use humor. Look at the situation in a comical way. Don't take it too seriously.

WOW! THAT WAS REALLY FUNNY! I GUESS IT'S NOT SUCH A BIG DEAL AFTER ALL.
15

6. Compromise. Offer to give up part of what you want and ask the other person to do the same.

HEY! WE CAN'T BOTH LIE ON THE SOFA AT THE SAME TIME, SO WHY DON'T WE BOTH SIT ON THE SOFA TOGETHER?

7. Express regret. Say that you are sorry about the situation, *without* taking the blame.

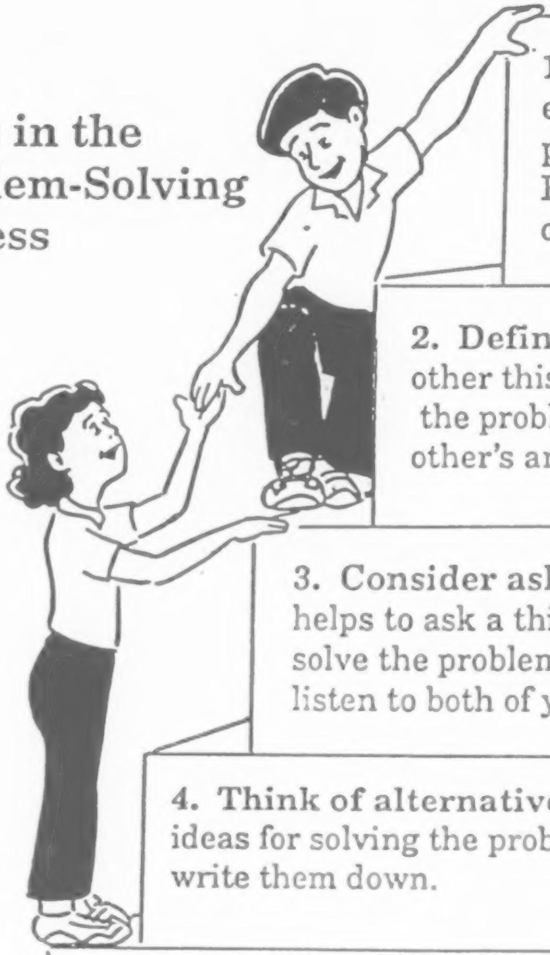
I'M REALLY SORRY MY COKE FIZZED ON YOUR BLOUSE. I KNOW YOU'RE UPSET BY THE SPOT.
SODA

8. Problem solve. Discuss the problem and try to find a solution that is acceptable to both you and the other person.

I KNOW YOU WANT IT MOWED NOW, DAD, BUT THERE'S A RAD SHOW ON T.V. CAN I MOW IT AFTER MY SHOW'S OVER?

How to Problem-Solve a Conflict

Steps in the Problem-Solving Process



1. Stop all blaming. Blaming each other will not solve the problem. It's a waste of time. Put your energy into working out a solution.

2. Define the problem. Ask each other this question: "How do you see the problem?" Then *listen* to each other's answer.

3. Consider asking for help. Sometimes it helps to ask a third person to work with you to solve the problem. Choose someone who will listen to both of you and not take sides.

4. Think of alternative solutions. Think of as many ideas for solving the problem as you can. It may help to write them down.

5. Evaluate the alternatives. Ask yourselves, "What will happen if we try this one?" Be very honest with yourselves and each other.

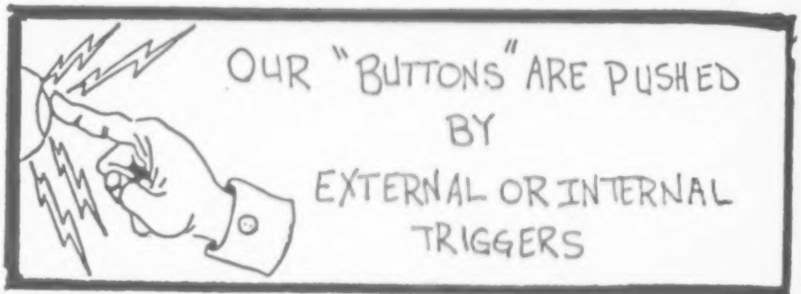
6. Make a decision. Choose the alternative that looks like it has the best chance of working. Don't hesitate to combine parts of two or more alternatives.

7. Follow through. Stick with your decision for a reasonable length of time. If it doesn't work, get together and choose a different solution. If the decision causes more problems, solve those, too.

UNCONTROLLED ANGER SEQUENCE

1. TRIGGERS:

SOMETHING UNPLEASANT
HAPPENS



2. THOUGHTS

WE EVALUATE—
WE THINK TO OURSELVES

JERK! UNFAIR!
TERRIBLE!
AWFUL! SHOULDN'T BE!
THEY'LL PAY!.

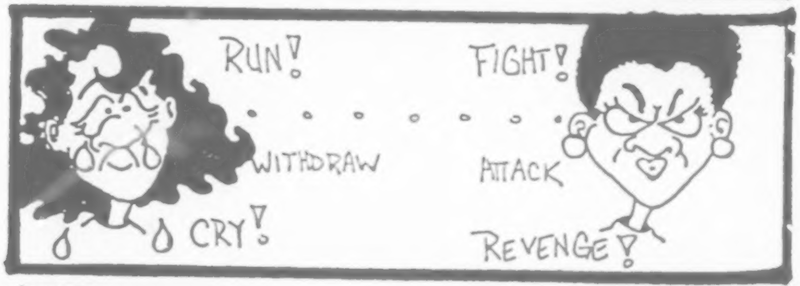
3. FEELINGS

THEN WE FEEL
THE WAY WE THINK!

HURT!
ETC!
ATTACKED!
SCARED!
MAD!
ETC!

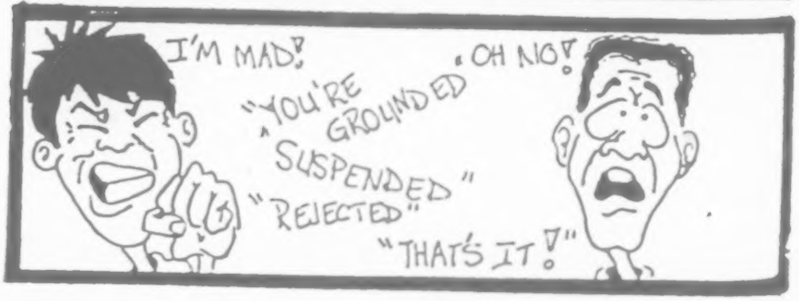
4. BEHAVIORS

WE ACT OUT
OUR FEELINGS!


RUN!
FIGHT!
WITHDRAW
ATTACK
CRY!
REVENGE!

5. CONSEQUENCES

NEGATIVE CONSEQUENCES
ESCALATE OUR ANGER!


I'M MAD!
OH NO!
"YOU'RE GROUNDED
SUSPENDED"
"REJECTED"
"THAT'S IT!"

MY TYPICAL ANGER TRIGGERS & TROUBLEMAKERS*

I GET ANGRY WHEN:	YES	MAYBE	NO
1. Someone lets me down.	___	___	___
2. People are unfair.	___	___	___
3. Something blocks my plans.	___	___	___
4. Someone embarrasses me.	___	___	___
5. I am delayed, held up.	___	___	___
6. I have to take orders from someone.	___	___	___
7. I have to work with incompetent people.	___	___	___
8. I do something stupid!	___	___	___
9. I don't get credit for what I've done.	___	___	___
10. Someone puts me down.	___	___	___
11. ______________________ (other)	___	___	___
12. ______________________ (other)	___	___	___

---

*Adapted from Seigel, J.M. (1986). The multidimensional anger inventory. *Journal of Personality & Social Psychology, 51*, p. 200. Copyright © 1986 by the American Psychological Association. Adapted by permission.

SOME FACES OF HARMFUL ANGER EXPRESSIONS*

PHYSICAL VIOLENCE	Hitting, kicking, and slamming objects or people. Carried to extremes, this leads to assaults and other crimes of violence. These occur when anger is out of control.
VERBAL ABUSE	Ridicule, insults, name-calling, yelling, and shouting at loved ones, friends, or others. Also, phrases like "kill her/him!" "clobber them," or "destroy 'em!" may seem like O.K. expressions, but they incite anger and violence and can make them acceptable even in friendly competition.
TEMPER TANTRUMS	A common expression of anger that is selfish indulgence. It can lead to verbal or physical abuse of others.
SARCASM and the SILENT TREATMENT	Like ridicule and put-downs, these anger expressions can be just as hurtful as physical violence.
BLAMING	Saying things like "you really aggravate me!" or "you make me so mad!" Here you're blaming someone else for your own anger.
A SOBERING NOTE	Uncontrolled anger is not normal! The philosophy that advocates getting in touch with your anger and "letting it all hang out" can be potentially dangerous to yourself and others. Popularized anger and violence (e.g., in television, movies, books) which portrays them as normal undermines both individuals like you and me and our society as well.

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*Adapted from Dyer, W. (1977). Farewell to Anger, In *Your Erroneous Zones*. NY: Avon Books.

WHY YOU CHOOSE ANGER: 12 TYPICAL MOTIVES

You can haul out the old anger and throw a little tantrum when you want:

1. To manipulate those who are afraid of you—typically younger, smaller folks.
2. A handy excuse. ("I couldn't help it.")
3. To get your way. (Others would rather give in to you than put up with your anger.)
4. To avoid intimacy or sharing yourself affectionately (if you are afraid of this).
5. To break down communication when you feel threatened by someone else's competence.
6. To get attention, to be important and powerful.
7. To avoid hard, straight thinking.
8. To excuse poor performance or losing.
9. To direct responsibility to someone else instead of taking charge of yourself.
10. To feel sorry for yourself (self-pity).
11. To manipulate others with guilt.
12. To take the heat off yourself—to avoid working on self-improvement.

WARNING: *Violence is destructive to yourself and others!*

READ THESE SITUATIONS AND DECIDE WHICH MOTIVES OF ANGER APPLY

1. Fifteen year old Jerome had a terrible day. He got into a fight with his teacher and got suspended from school. On the way home from school, Jerome picked a fight with a younger boy. He threatened to beat him up and anyone else who got into his way. Jerome's friend, Jamal, asked him why he was trying to start something with the younger kid. Jerome responded, "It ain't my fault. He got in my way and he should respect me."

2. Mrs. Snodgrass asked Shantaye to work a math problem on the board. Shantaye refused to work the problem and angrily told the teacher that she always picked on her. After the outburst, Shantaye threw her books on the floor and left the class. When the principal asked Shantaye what happened, she said it wasn't her fault and blamed the teacher for everything.

3. Kikki and Quez have just broken up and Quez has started going out with Regina. Kikki felt angry and jealous over the situation, so she started telling lies about Regina. Quez confronted Kikki but she denied doing anything wrong. Kikki told Quez that he wouldn't have these problems if he was still dating her.

STRESS & ANXIETY

MANAGEMENT

SKILLS

STRESS AND ANXIETY REDUCTION SKILLS - A

Session I - What is Stress?

I. Introduction
  A. Complete the Pre-Test.
  B. Introduce the concept of stress by reading the following scenario: As a champion diver on his junior high swim team, Dan won many trophies. Now as a freshman in high school, however, he faces more competition. The night before his first meet, Dan was so nervous he couldn't eat or sleep at all. The next day when he stepped onto the board to make his dive, he just knew he was going to botch it - and he did!
  C. Ask the students if they have ever been in a situation when their feelings got in the way of their doing their best. If so, they have experienced one of the many negative effects of stress.
  D. Discuss information sheet **STRESS FACTS FOR TEENS**.
  E. Discuss **STRESS WARNING SIGNS**.

II. Fight or Flight Response
  A. Explain that stress is the body's response to any demands, threats, changes, or events that disturb the normal healthy functions of the body. The muscles become tense, the heart begins to pound, headaches may occur, or stomach pains, dry mouth, unexplained sweating, or cold hands. The brain sends messages to the organs and glands to prepare for action. Our senses become keener; more blood and oxygen reach the muscles, brain, and vital organs; stored sugar and fat enter the blood stream and digestion stops to save the "fight or flight response". It is the body's way of preparing itself for anything that might happen. This response can be triggered by fear, anger, severe pain, embarrassment, conflict or any other situation that may threaten our emotional or physical well-being. This response occurs when we experience good or bad stress. When the stress disappears, the biological balance of the body returns to normal. Yet, if the stress is not relieved, the result may be exhaustion, disease or death.
  B. Discuss **FIGHT OR FLIGHT RESPONSE SIGNS OF STRESS**.

III. Signs of Stress
  A. Explain to the students that situations themselves do not cause us stress. It is our perception or reaction to the situation that causes stress. Stress can be triggered by difficult situations, people in our lives who make us feel uncomfortable, or even troubling ideas in our own minds. Some are mild little frustrations like missing the bus. Others are more serious stressors that interfere with getting the most from life. Examples would be problems with our parents or breaking a leg.
  B. Complete activity **TOO MANY CHANGES??**
  C. Discuss **PERCEPTIONS**. Emphasize that stress may be good or bad.
  D. Complete activity **ARE YOU LIKE S.C. OR LIKE S.M.?**
  E. Discuss **10 IMPORTANT THINGS TO KNOW ABOUT STRESS**.
  F. Complete activity **ARE YOU "UNDER" STRESS?** Explain that stress symptoms "creep up" slowly and with no "announcement". Often they can affect your health, even when you are not aware of it.

IV. How our emotions control stress

A. Use the **EMOTIONS** sheet to complete the activity **"I FEEL..."** This can be done orally.

B. Everyone needs a certain amount of stress in their lives, but too much stress can be harmful. Too little stress can cause us to feel tired and bored. In order to control stress, it must be balanced by exercise, relaxation, and our attitude.

V. Summary

Summarize today's lesson by reviewing the causes of stress, bodily reactions, and symptoms.

VI. Self-Plan

Allow students time to develop this week's self-plan relating to stress.

Information Sheet : Stress Facts for Teens

MYTH: Stress is only a concern for adults.

FACT: Stress affects humans of all ages, including teenagers.

MYTH: Stress is no big deal.

FACT: The "wear and tear" of stress on your body leads to illness and can reduce your life expectancy.

MYTH: Stress is just a freak condition that occurs when things are really going badly in your life.

FACT: You experience stress every day in your life. Fighting stress is part of maintaining your *whole* health.

MYTH: Stress just happens. You can't help the bad things that happen in your life.

FACT: Actually, you set up a great deal of what happens in your life—good and bad. By making good choices you can *avoid* much stress.

MYTH: Stress is just too powerful when it happens—it's stronger than you can handle.

FACT: Stress fighting takes practice—but you can learn to handle any stress you experience, no matter how powerful.

MYTH: I'm too busy to worry about stress—I don't have time to practice stress techniques.

FACT: Effective use of stress-beating techniques will end up saving you time.

MYTH: I've tried techniques before but they didn't work.

FACT: Your attitude makes a huge difference in how well the techniques work for you.

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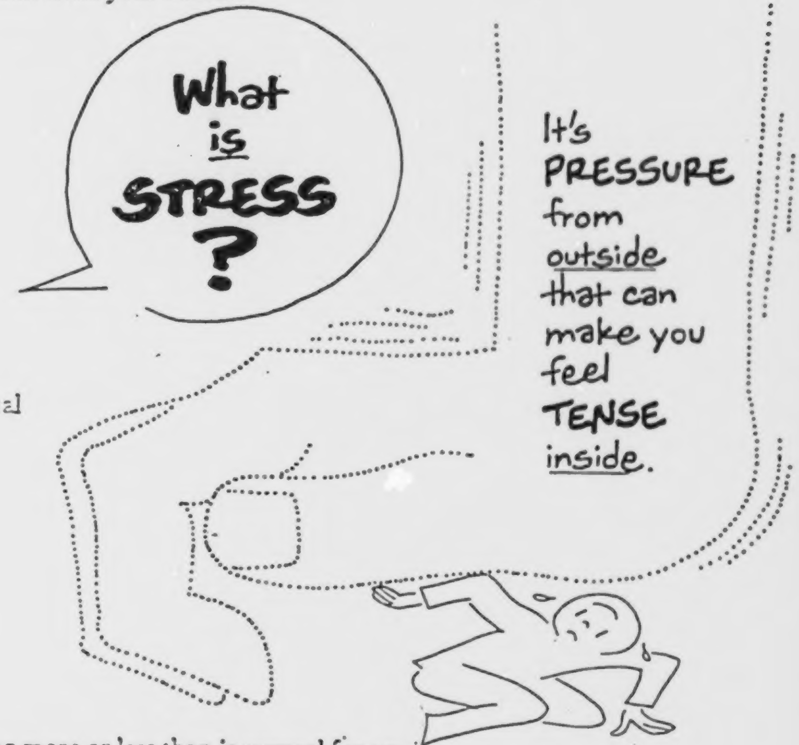
Information Sheet : Stress Warning Signs

These lists include some common ways in which your body and behavior can signal that you are experiencing stress.

It's important to recognize that these signals may also be symptoms of specific illnesses that require medical attention from your doctor.

Body Stress Signals

- Headaches
- Chest pain
- Back, neck, or shoulder pain
- Jaw pain
- Stomach pain
- Dizzy spells
- Shaky knees
- Nausea
- Frequent urination
- Body warmer or colder than usual
- Increased perspiration
- Skin blemishes
- Low energy/constant fatigue
- Breathing difficulties
- Rapid heartbeat
- Digestion problems
- Voice strain


What is STRESS?
It's PRESSURE from outside that can make you feel TENSE inside.

Changes in Behavior Patterns

- Change in sleeping habits (sleeping more or less than is normal for you)
- Change in eating habits (eating more or less than is normal for you)
- Lack of interest in things that normally interest you . . . or . . .
- Frantic increase in normal activity level/restlessness
- Withdrawal from friends and normal social activities
- Moodiness/oversensitivity
- Shorter temper/anger aroused more easily/lowered tolerance of frustration
- Weepiness/frequent crying
- Nightmares
- Increased nervous habits: nail biting, finger or foot tapping, hair pulling, etc.
- Inability to concentrate/feeling more disorganized
- Memory impairment
- Difficulty making decisions
- Repetitive thoughts
- Increased smoking or alcohol or drug use
- Change in feelings about yourself/increased negative thinking

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SIGNS OF STRESS

EVERY TIME YOU EXPERIENCE STRESS YOUR BODY SENDS OUT SIGNS TO LET YOU KNOW, ALTHOUGH YOU MAY NOT BE AWARE OF THEM.

EXAMPLE:

THE FIGHT OR FLIGHT (RUN) RESPONSE

WHEN YOU ARE BEING CHASED BY A DOG, YOUR BODY SENDS OUT WARNING SIGNALS FOR YOU TO GET READY TO FIGHT OR FLIGHT (RUN). THIS IS YOUR BODY'S NATURAL RESPONSE TO DANGER, WHICH IS PRESENT IN ALL LIVING ANIMALS.

* WHEN YOU SENSE DANGER OR ARE AFRAID, YOU WILL NOTICE THE FOLLOWING BODY SIGNS:

TIGHT MUSCLES
FAST HEART BEAT
DILATED PUPILS
SWEATING
DEEP BREATHING

* THIS IS YOUR BODY'S WAY OF PREPARING YOU TO FIGHT THE DOG OR RUN AWAY FROM IT. YOUR BODY WILL PRODUCE THE ENERGY YOU NEED TO HELP YOU MEET THE CHALLENGE.

* IF YOU CHOOSE NOT TO DEAL WITH THE STRESSOR IN A POSITIVE WAY, THIS CAN PRODUCE MORE STRESS FOR YOU, WHICH COULD CAUSE A STRESS OVERLOAD OR DISTRESS.

* TOO MANY CHANGES OR FIRST TIME EXPERIENCES WITHIN A SHORT TIME CAN PRODUCE DISTRESS.

* DISTRESS CAN CAUSE YOU TO HAVE A MENTAL AND PHYSICAL BREAKDOWN.

* DISTRESS IS DANGEROUS. YOUR BODY NEEDS TIME TO REST IN BETWEEN STRESSORS.

TOO MANY CHANGES???

TOO MANY CHANGES PRODUCE DISTRESS OR STRESS OVERLOAD, IF THOSE CHANGES HAPPEN WITHIN A SHORT PERIOD OF TIME.

DIRECTIONS: READ THROUGH THE FOLLOWING LIFE CHANGES/STRESSORS AND CHECK THE ONES THAT HAVE HAPPENED TO YOU WITHIN THE LAST YEAR.

________ DEATH OF A PARENT

________ DEATH OF A BROTHER, SISTER OR CLOSE FRIEND

________ DIVORCE OR SEPARATION OF YOUR PARENTS

________ HOSPITALIZATION OF A PARENT

________ REMARRIAGE OF A PARENT

________ BIRTH OF A BROTHER OR SISTER

________ PERSONAL INJURY OR ILLNESS

__ FAILING A CLASS

________ CHANGED TO A DIFFERENT SCHOOL

________ ARGUMENTS WITH PARENTS

________ OUTSTANDING PERSONAL ACHIEVEMENT

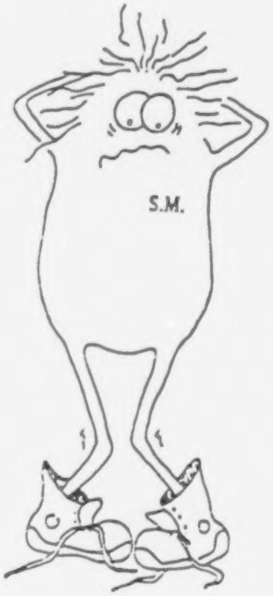
________ BEING ARRESTED

________ INVOLVEMENT IN ALCOHOL OR DRUGS

________ PEER PRESSURE

________ SUSPENSION FROM SCHOOL

________ TROUBLE WITH A TEACHER

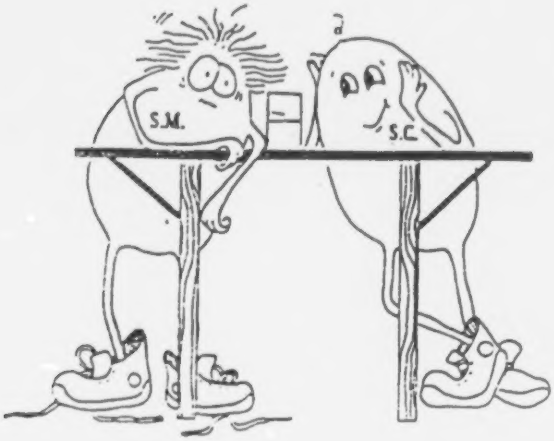


USE THE SCALE BELOW TO SEE HOW YOUR STRESS LEVEL ADDS UP

SCALE:	0 - 3	LOW STRESS
	3 - 8	AVERAGE STRESS
	9 - OVER	STRESS OVERLOAD . . . WATCH OUT! MAKE SURE YOU ARE USING YOUR STRESS COPING SKILLS.

PERCEPTIONS

AT THIS GLASS OF WATER. DO YOU THINK IT IS HALF FULL OR HALF EMPTY?



DO YOU EVER WONDER WHAT MAKES TWO PEOPLE SEE THE SAME THING IN A DIFFERENT WAY? OR

WHY SOMETHING THAT IS A GOOD STRESSOR FOR ONE PERSON MIGHT BE A BAD STRESSOR FOR ANOTHER?

EXAMPLE: S.C. REALLY LIKES DANCING AT PARTIES, BUT S.M. IS AFRAID TO DANCE AT PARTIES AND GETS VERY NERVOUS.

DANCING AT PARTIES IS A GOOD STRESSOR FOR S.C., BUT A BAD STRESSOR FOR S.M.

WHAT MAKES THE DIFFERENCE IS THAT EVERYONE HAS THEIR VERY OWN LIKES AND DISLIKES.

ARE YOU LIKE
S.C. OR LIKE S.M.?

ACTIVITY:

DIRECTIONS: THE WAY YOU ACT CAN DETERMINE HOW MUCH STRESS YOU HAVE. COMPLETE THIS EXERCISE.

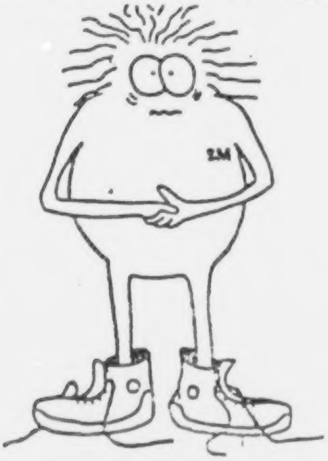
TELL IF THESE STATEMENTS ARE TRUE (T) OR (F) FALSE FOR YOU.

STRESS MESS ACTIONS	STRESS CONTROL ACTIONS
1. I SPEAK FAST ___	1. I FEEL THAT I HAVE ENOUGH TIME TO COMPLETE ASSIGNMENTS ___
2. I WALK AND EAT FAST ___	2. I MAKE TIME TO COOL OUT AND RELAX ___
3. I HATE WAITING ___	3. I ENJOY MY LIFE ___
4. I GET UPSET A LOT ___	4. I TELL JOKES A LOT ___
5. I ALWAYS FEEL RUSHED ___	5. I DO NOT FEEL RUSHED ___
6. I MUST BE FIRST ALWAYS ___	6. I FEEL HAPPY WITH MYSELF ___
7. I DON'T EXPRESS MY FEELINGS EASILY ___	7. I FIND IT EASY TO TALK WITH OTHERS ABOUT MY FEELINGS ___

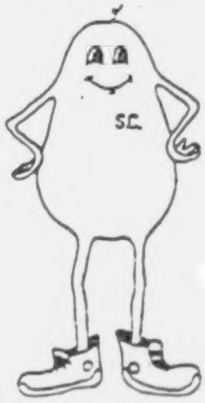
LOOK AT YOUR ANSWERS AND COMPLETE THE FOLLOWING:

I AM MORE LIKE S.M. OR S.C.? ______________________________

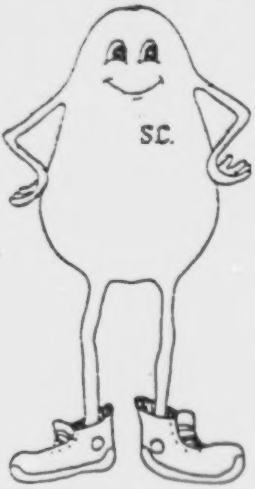
I MMMMMM A STRESS MESS



I AM STRESS CONTROL



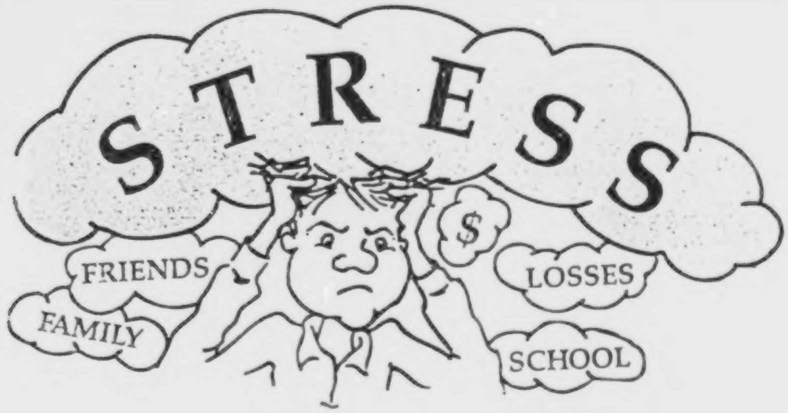
Dev. by Jennie Trotter, Wholistic Stress Control Institute, Atlanta, GA



10 IMPORTANT THINGS TO KNOW ABOUT STRESS

1) EVERYONE HAS STRESS OR CHANGES IN THEIR LIVES.
2) STRESS WILL ALWAYS BE A PART OF LIFE.
3) STRESS CAN BE GOOD OR BAD FOR YOU.
4) STRESS CAN CHANGE THE WAY YOUR FEEL, THINK, OR BEHAVE.
5) YOU CAN MANAGE YOUR STRESS.
6) YOU CAN EXPERIENCE STRESS IN YOUR SLEEP; FOR EXAMPLE, A NIGHTMARE.
7) TOO MUCH STRESS ISN'T GOOD FOR YOU.
8) TOO LITTLE STRESS MAY CAUSE YOU TO FEEL BORED.
9) MANAGING YOUR STRESS CAN HELP YOU STAY HEALTHY.
10) A LOT OF STRESS STARTS IN ONE'S MIND.

Dev. by Jennie Trotter, Wholistic Stress Control Institute, Atlanta, GA



Are you "under" STRESS?

STRESS SYMPTOMS

I know I'm under stress when I...(✓)

- ☐ Cry more than usual
- ☐ Can't sleep
- ☐ Eat more than usual
- ☐ Am irritable
- ☐ Resort to the use of alcohol/drugs
- ☐ Have "physical complaints"
- ☐ Bite fingernails
- ☐ Experience skin problems
- ☐ Have difficulty concentrating/focusing
- ☐ Sleep more than usual
- ☐ Don't feel like eating
- ☐ Am on the move all the time—fidgety
- ☐ Become overly sensitive
- ☐ Don't feel like doing anything
- ☐ Other ____________________

STRESS REDUCERS

When I see these "symptoms," I will...(✓ and be specific)

- ☐ Go for a walk ______________________________ for ______ mins.
- ☐ Read a good book ______________________________ for ______ mins.
- ☐ Go shopping at ______________________________ for ______ mins.
- ☐ Exercise ______________________________ for ______ mins.
- ☐ Listen to music on the ______________________________
- ☐ Write in my journal ______________________________
- ☐ Use relaxation techniques ______________________________
- ☐ Take some time for myself by ______________________________
- ☐ Do something I'm skilled at ______________________ for ______ mins.
- ☐ Talk to my friend, counselor, teacher, family member, someone else ______________
- ☐ Say "No" to ______________________________
- ☐ Confront the situation by ______________________________
- ☐ Limit certain behaviors ______________________________
- ☐ List my responsibilities in order of importance # 1 ______________________
  - # 2 ______________________
  - # 3 ______________________
- ☐ Other ______________________________

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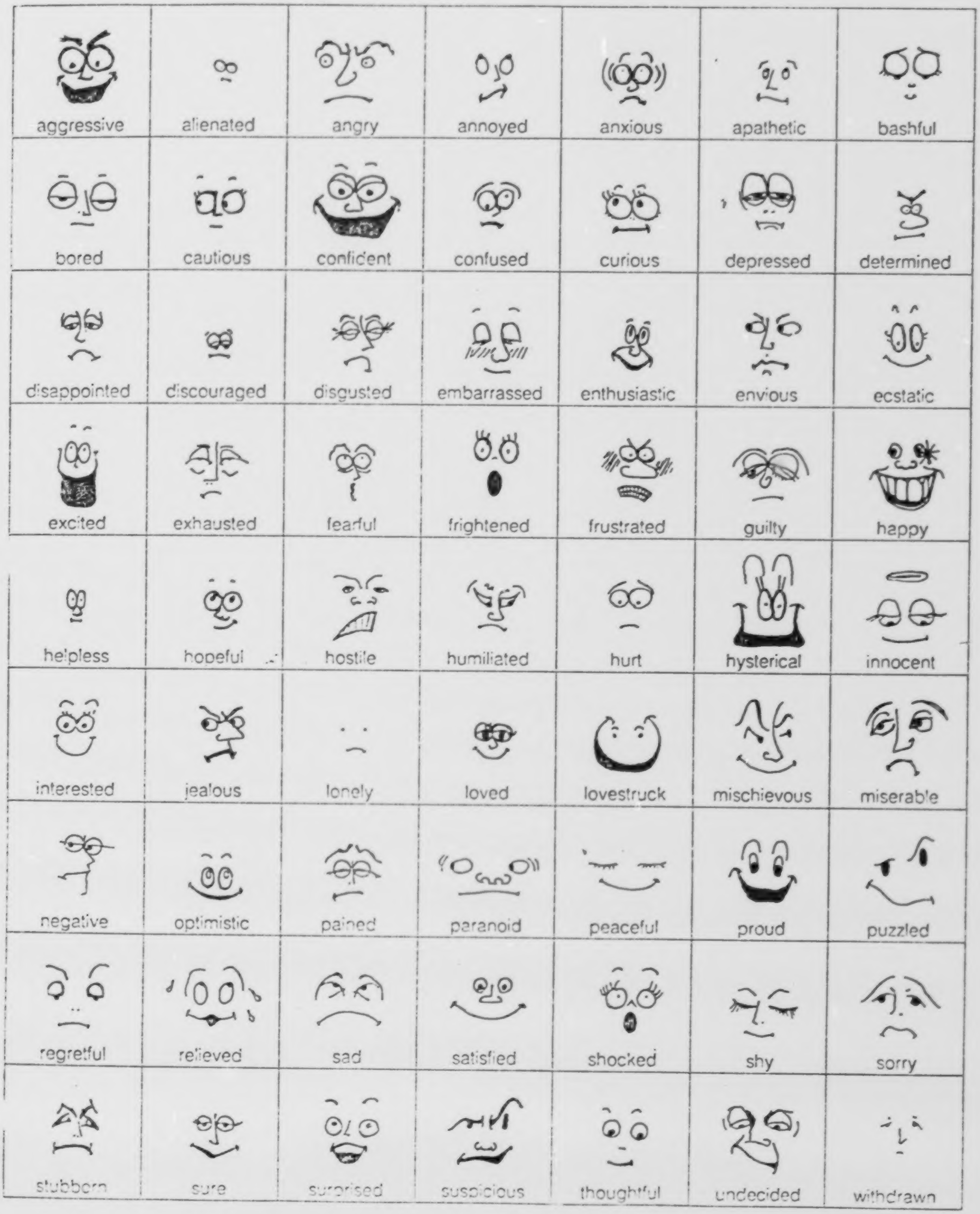
EMOTIONS



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"I feel..."

. . . two powerful words when used together to assert yourself. Personal power is lost when you say *"you make me feel"* instead of saying *"I feel"*.

Make a list of common situations in which you give up or have given up control by blaming others for your feelings. Then rewrite the situation using this suggested approach beginning with "I feel". Recognize how accepting responsibility for your feelings can change the way you view a situation.

"You make me (feel) . . ."	**"I feel . . ."**	**"Since I'm in control of my feelings, my choices are . . ."**
You make me feel uncomfortable at parties when you drink.	*I feel uncomfortable at parties when you drink.*	*I can go and be miserable/turn my attention to others/leave the party/not go to the next one.*
You make me angry when you don't listen.	*I feel angry when you don't listen.*	*I can continue "as is" with resentment/ask you to set a specific time to talk/ask you to give some response (nod, eye contact, "okay").*
You make me sad when you don't want me around.		
You make me feel helpless when you cry.		
You make me feel frightened when you yell at me.		
You make me feel jealous when you go to a party without me.		

Session II - Stress Management Strategies

I. Introduction

A. Introduce today's lesson by reviewing the previous day's lesson. Point out that stress is unavoidable, so it is important to learn how to effectively manage it. How well we cope with stressful situations determines how healthy and fulfilled our lives are. People deal with stress in many ways. Some people avoid situations while others engage in high-risk behaviors. Still others meet the situation head-on.

B. Discuss **STRESS MANAGEMENT.**

C. Ask the students to suggest other negative stress management techniques. i.e. cursing, fighting, over or under eating, withdrawing from people, procrastinating, running away, dropping out of school and sleeping all the time.

D. Emphasize that none of the negative techniques we have mentioned are effective. Often they only create more problems. Therefore, it is important to learn and practice effective coping skills.

II. Developing Positive Coping Skills

A. Explain to the students that when we experience stress we need time, energy, careful thought and help from others in order to identify exactly what is bothering us. Sometimes we can not eliminate it right away, but we can reduce the distress we feel.

B. Discuss **RE-LABELING DESTRUCTIVE THOUGHT.** Emphasize the importance of recognizing the use of destructive thinking and the importance of eliminating or changing these negative habits.

C. Do activity: **I HAVE THE RIGHT TO CHANGE A SITUATION.** See teacher's key.

D. Read the **STRESS BUSTERS** worksheet. Point out that some of these suggestions may seem foolish, but it is important to try them.

E. Go over information sheet **HEALTH STRATEGIES CHECKLIST.** Stress the importance of taking care of our bodies in order to reduce stress. A proper diet, exercise, and rest are essential in controlling stress.

F. Read worksheet **HOW'S YOUR DIET?**

G. Relaxation is another effective stress "buster". Explain to the students that sometimes we need to take a mini-vacation. This technique allows us to focus on something other than our problems.

H. Demonstrate how relaxation works by using "Four Floors of Fantasy". Explain: Pretend you are going to take a ride on an imaginary elevator. Sit in a comfortable position. Be sure you are not touching anyone, and remember not to talk, whisper, or move about during the exercise. Close your eyes and relax your body. Become aware of your breathing (pause 15-20 seconds). Begin counting your breath silently in your mind (pause 45-60 seconds.) Now pretend that you are standing in front of an elevator door. You press the button and the door opens, showing you a large well-lighted, empty elevator. You enter it and find that the elevator buttons are labeled as follows: The first button says, "this room"; the second button says, "a peaceful place"; the third button says, "a visit with a wise older person";

the fourth button says, " a super adventure"; and the fifth button says, "a visit with a long-lost friend". Choose the floor you would like to go to (pause 15 seconds), and press the button. The elevator door slowly closes and the elevator begins to rise to the floor you selected. The elevator arrives at the floor and the doors slowly open. Go out into the space and explore it. Meet whoever is there; do whatever makes sense for you to do there. (pause at least 60 seconds). Now say good-bye to the place you're in, and to anyone who is there. The elevator has remained open for you. Enter it now. Take one last look at the place you have been. Press the button marked "this room". The elevator doors close and the elevator slowly returns you to this room. (pause 15 seconds). As the elevator doors open, so do your eyes (pause until everyone's eyes are open). Welcome back!

- What kinds of feelings did you have during this exercise?
- How can you use your imagination to reduce stress?

III. Choosing Your Response to Stress

A. Point out that we respond to situations by using habits that we have developed. Some habits are healthy yet others are not. Sometimes we just deal with whatever discomfort we feel at the moment. We do not take the time to choose the healthiest response. It is important to realize that we do have a choice, as to how we respond to stress, no matter how stressful the situation. Our response can make a difference in the effect the stressful situation has on us.

B. Review information sheet **MAKING HEALTHY CHOICES.**

IV. Summary

Summarize today's lesson by reviewing the stress management techniques.

Stress Management

A certain level of stress is an unavoidable part of life. Whenever demands are made and whenever things change, stress results. Stress doesn't, necessarily, have to be negative. Life would be pretty dull if no demands were ever made and if nothing ever changed!

We can accept some stress as a normal part of life and learn to manage it in positive ways; then, stress becomes a motivating factor. Learning to recognize the messages our bodies give us when we are experiencing stress and then identifying the cause of the stress are the first steps in managing it successfully.

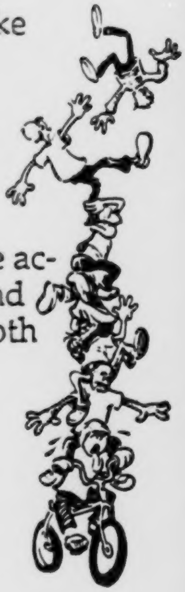
If we can do something to eliminate the cause of the stress, then, we can take that action. Not every cause of stress can be changed, however. When that is the case, we must learn to control our reactions to those unavoidable circumstances and manage the stress we feel.

Most good stress management techniques are really very simple and can be learned and perfected by all. Once these skills are learned they can be used whenever they are needed.

Some people try to deal with the stress they experience in negative ways that are non productive and sometimes actually destructive:

* They may deny that anything is wrong.
* They may try to escape the situation by ignoring it.
* They may use drugs or alcohol in an attempt to escape or to try to make themselves feel better.
* They may blame others for the stress they are experiencing and withdraw or become aggressive.
* They may even attempt to end their own lives.

None of these attempts at dealing with stress really work. Indeed, these actions usually only create more problems. When stress is not recognized and dealt with in a positive way, it can have negative, long-reaching effects, both emotionally and physically.



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RELABELING DESTRUCTIVE THOUGHT

1. HELPLESS THINKING AND BLAMING. Accept responsibility for the consequences of your actions. Even though others may share the responsibility, only you are responsible for your own actions. Sometimes by changing your response, the other person changes too.

2. MIND READING. Check out your conclusions by asking the person involved to clarify the message. Look for how much "proof" you have in drawing the conslusions you did by stating evidence for and against and by stating alternative conclusions that could have been drawn.

3. OVERGENERALIZATION. To control exaggeration, use quantifying words, such as 20 percent or half, instead of words like huge or awful. Evaluate the evidence as suggested in Mind Reading.

4. DISATERIZING. Describe the situation in terms of the odds or percent of probability that a disaster will happen instead of assuming the worst. Come to some kind of inner acceptance of the worst possible thing that could happen.

5. PERSONALIZATION. Check out what people are thinking by asking or or evaluating the evidence. Stop comparing yourself positively or negatively to other people. Find a way to accept yourself as your are.

6. EMOTIONAL REASONING. What you feel depends upon what you think. So thoughts and feelings are sometimes inaccurate. Feelings can lie! Examine them carefully.

7. SHOULDS. Look at all the rules you put on yourself that include the words should, ought, or must. Remember that these rules all have exceptions and special circumstances. Develop flexible rules and look for exceptions to your rules. Your values and rules don't always work for other people. Allow others to have their own values and rules.

8. RIGHT AND WRONG THINKING. Instead of making black and white judgements, think in terms of alternatives and percentages. (For example, "ten percent of the time I'm a dope, ninety percent of the time I'm pretty bright").

9. NAME CALLING. Try to be open-minded about people outside of your own group of friends. Remember that if people didn't "dare" to be different and try new things, the world would be pretty boring and new inventions would be few. Work on accepting yourself as you are and try to empathize with (identify with and understand) the thoughts and feelings of others.

10. BEING RIGHT. Check out what you think you have heard by active listening. This process helps you to focus on what you can learn from the other person's opinion instead of focusing on your own defenses and attacks.

'TEENAGE STRESS'

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I HAVE THE RIGHT TO CHANGE A SITUATION.

I WILL EXPLORE OPTIONS & RESPECT MY CHOICES.

SITUATION: My parents don't give me an allowance.

CHANGE:

A. I can get a part-time job.

B. I can earn money by doing chores.

C. I can work out a compromise.

SITUATION: I am not making good grades in school.

CHANGE:

A. ______________________

B. ______________________

C. ______________________

SITUATION: My relationships are causing stress.

CHANGE:

A. ______________________

B. ______________________

C. ______________________

I AM ABLE TO FEEL BETTER ABOUT MYSELF AS I CONSIDER THESE CHANGES!

Teacher

RIGHT TO CHANGE

PURPOSE:

To increase assertive skills by recognizing the right to change a situation.

To identify specific areas of potential change.

II. GENERAL COMMENTS:

Oftentimes, people in crisis think they have no choices. It takes time and effort to confront difficult situations and consider changes.

III. POSSIBLE ACTIVITIES:

A. 1. Provide the following example:
SITUATION: My parents don't give me an allowance.
CHANGE (NEGATIVE): I can refuse to do my homework until they reconsider their decision.
I can argue with their decision.
I can argue with them.
I can take money from their wallet/purse.

2. Distribute the handout. Discuss any new or challenging vocabulary. Encourage students to discuss the illustration and its relevance to the subject of change and choices. Discuss the differences between negative and positive responses to a situation. Present the example again.
SITUATION: My parents don't give me an allowance.
CHANGE (POSITIVE): I can get a part-time job and receive my own paycheck.
I can earn money from my parents by doing chores.
I can ask them to reconsider their decision by presenting them with a compromise.

3. Instruct students to complete the handout.

4. Ask one student to volunteer and share his/her work with the class, eliciting feedback and assistance to complete the handout if needed. Encourage the student to choose the best or most realistic option. Allow the students to assist each other in listing different situations and possibilities for change.

5. Process benefits of recognizing the right to change a situation and identifying specific areas of potential change. Process the benefits of eliciting support from others when deciding on changes.

B. 1. Discuss topic of the assertive right to change a situation. Discuss the difference between negative and positive responses to a situation.

2. Brainstorm on chalkboard possible situations or areas in need of change.

FOR EXAMPLE:		
	a) school	f) environment
	b) money	g) appearance
	c) friends	h) personality
	d) family	i) stress level
	e) relationships	j) living arrangements

3. Divide class into small groups of three students each, and provide each group with one copy of the handout.

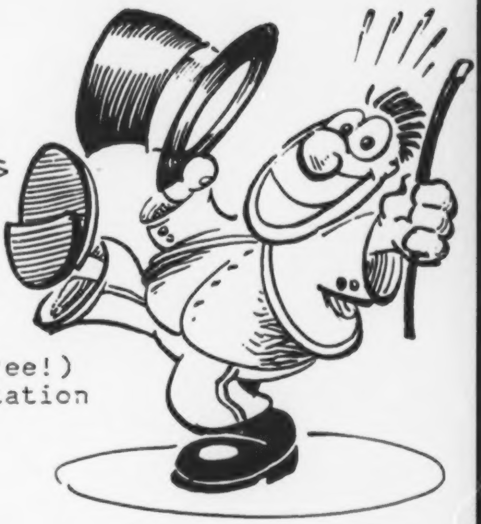
4. Instruct each group to choose one category of change listed on chalkboard (refer to examples in B.2.).

5. Encourage students to work together to identify three situations within their category which need change (each student needs to contribute one situation). Encourage students to assist each other in listing possible ways to change each situation. Allow 15-20 minutes.

6. Reconvene as a class and share responses.

7. Process benefits of recognizing the right to change a situation and identifying specific areas of potential change. Process benefits of eliciting support from others when deciding on changes.

STRESS BUSTERS



___ Go to a movie, rent a video, or watch TV
___ Make a meal for your family or friends
___ Read a book or magazine (libraries are free!)
___ Listen to your favorite music or radio station
___ Play a musical instrument
___ Take a walk or walk a dog
___ Call, visit, or write to a friend
___ Cry
___ Put flowers or other plants in your room
___ Get more sleep
___ Eat foods that are good for you
___ Give flowers to someone special
___ Paint or sketch something
___ Give your painting or sketch to someone as a gift
___ Light up your life by putting a pink light bulb in your lamp
___ Avoid negative people
___ Put posters up in your room, or replace old ones with new
___ Take extra care to look your best
___ Think about the things that are right in your life, instead of the things that are wrong in it
___ Buy a goldfish or two
___ Go swimming
___ Play a sport
___ Tell a joke or read a joke book
___ Avoid eating sugary foods; avoid caffeine in soft drinks, coffee, tea and chocolate
___ Volunteer
___ Hug your pillow or stuffed animal
___ Punch your pillow or stuffed animal
___ Go fly a kite
___ Reorganize your stuff
___ Call a crisis line
___ Eat a good breakfast
___ Clean your closet, drawers, or room
___ Scream
___ Go to a support group or start one of your own
___ Smile, then smile again and again
___ Exercise
___ Take a hot bath or a cold shower
___ Keep your chin up, your shoulders back, and your stomach in
___ Paint a wall, a room, a floor, or some furniture
___ Write a letter to someone about all the things you feel, then tear it up
___ Go to an art gallery, conservatory, park, aquarium, or museum (many are free!)
___ Laugh; makesomeone else laugh

Information Sheet : Health Strategies Checklist

Listed below are some important stress-fighting health habits.

While few people are able to follow all of them, these are offered as a guideline for you to determine in what health areas you may need to put more effort in your life.

Diet

- Eat at least three healthy meals each day. Do not skip meals.
- Eat mostly nutritious meals. Do not rely on "junk" fast food.
- Eat all meals slowly, taking time to relax and really focus on eating.
- Eat the right amount for your body's needs. Do not overeat or undereat.
- Do not rely on "false" energy from caffeine and sugar products.
- Do not abuse unhealthy substances such as cigarettes, alcohol, or drugs.

Exercise

- Get *at least* 20 minutes of vigorous aerobic exercise 5 days per week.
- Work in light exercise where you can every day (walking instead of riding; taking stairs rather than elevator; etc.).
- Do not overexercise. Avoid stressful athletic injuries and exhaustion.

Rest and Sleep

- Regularly get the amount of sleep that lets you function at your best. (The recommended number of hours varies for each person).
- Relax for half an hour or more before you go to bed so that your sleep is as restful as possible.
- Take breaks during the day to relax and renew your energies.
- Slow down when you are feeling ill or unrested to give your body time to restore itself.

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HOW'S YOUR DIET?

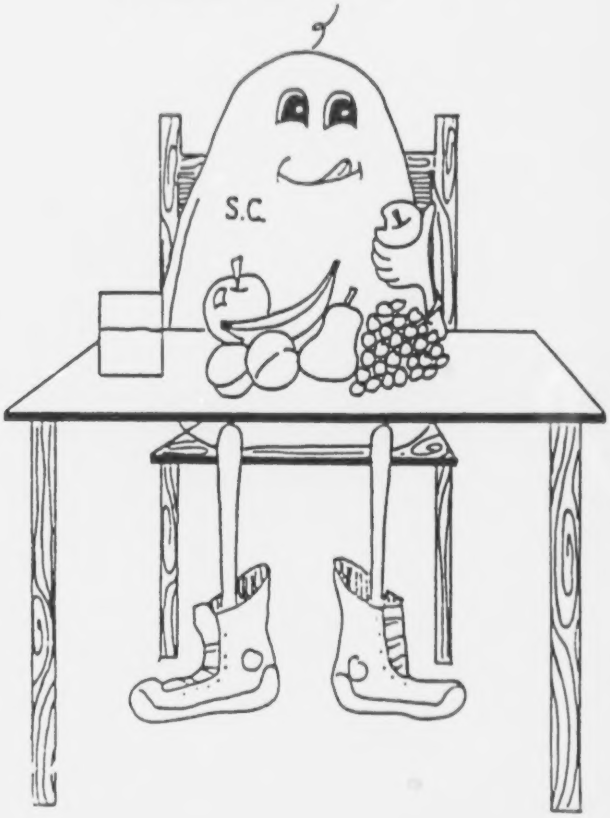
STRESS HAS A LOT TO DO WITH WHAT YOU EAT. IF YOU DON'T EAT THE RIGHT KINDS OF FOOD, YOUR BODY WILL GO THROUGH CERTAIN CHANGES THAT WILL CAUSE IT STRESS. HAVE YOU EVER EATEN TOO MUCH CAKE AND CANDY AND GOT A STOMACH ACHE. THAT IS A SIGN OF STRESS.

SOME NUTRITIONAL TIPS

- EAT LOTS OF FRESH FRUIT AND VEGETABLES.
- LIMIT FRIED FOODS AND JUNK FOOD.
- EAT SALADS.
- DRINK JUICES AND WATER REGULARLY.
- EAT YOUR FOOD SLOWLY.

BAD EATING HABITS

GOOD EATING HABITS



Dev. by Jennie Trotter, Wholistic Stress Control Institute, Atlanta, GA

Information Sheet : Making Healthy Choices

Below you will find a list of common teen stress situations, followed by some bad habits that teens often use to deal with them.

Next to each poor choice is one suggested alternative that could meet the same stressful situation more effectively and healthfully.

Situation	"Bad Habit" Response	Better Alternative
1. Being too busy to eat lunch	× Eating candy for quick energy	+ Making time to eat earlier or later
2. Cramming the night before a big test	× Not getting enough sleep	+ Starting to study earlier
3. Feeling nervous before a date	× Drinking alcohol to "relax"	+ Calling a good friend to gain confidence
4. Feeling angry at a friend	× Overeating to handle your feelings	+ Sharing your feelings directly
5. Feeling down when your team loses an important game	× Yelling at family members	+ Taking a long walk to cool down
6. Feeling shy at a party	× Smoking to look as though you really belong	+ Risking talking to another shy person
7. Feeling overworked at your job	× Drinking cola or coffee to keep going	+ Reassessing your total school and work schedule
8. Handling a troubling situation at home	× Taking drugs to escape	+ Talking with an adult you trust

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Session III - Focusing on Friendships

I. Introduction

A. Introduce today's lesson by distributing an **INDEX CARD** to each student. Ask the students to think of a stressful situation they have experienced involving their friends (This situation can include boyfriends/girlfriends). Have the students write the situation on the index card.

B. Collect the cards and compile a list of the stressful situations on the board. Stress that many of these situations are similar for many students in the class.

C. Emphasize that these stressors are often a normal part of growing up. Yet, they can create a lot of discomfort, so it is important to develop positive ways of handling these stressors. If we learn to cope successfully, we will gain confidence and be more effective in dealing with people.

II. Friendship Influence

A. Have the students generate a class list of areas in which their friends influence them. i.e. appearance, thinking and acting, use or non-use of alcohol and drugs, use of leisure time, styles of speaking, and tobacco use.

B. Point out that our friends can have both positive and negative influences. If we choose friends who do not drink, then we probably will not drink. Choosing friends that will help us be our best is very important.

C. Stress that when friends try to get us to go along with their decisions we experience "peer pressure". There are many effective ways to deal with peer pressure. Some of these techniques are as follows:

1. Say no, no, no, no!
2. Walk away
3. Suggest another idea
4. The cold shoulder
5. Make sure your body language conveys what you are saying in words. i.e. If a girl says no, it should be assertively, not weak.

D. Discuss cartoon sheets **HOW TO DEAL WITH PEER PRESSURE SITUATIONS**.

E. Discuss and/or role play **COMMON PRESSURE SITUATIONS**. Continue to emphasize the importance of coping and resisting peer pressure in order to reduce stress.

III. Coping with Gossip, Name Calling, and Putdowns

A. Explain that teenagers or adults who call people names, put down others, or gossip usually do this because they feel insecure and inferior. By putting others down, they build themselves up in their own eyes.

B. Rumors cause a great deal of unnecessary unhappiness. For example passing a note that says "John loves Susie" is embarrassing and usually ends the chance for opposite sex relationships in junior high school.

C. Labeling people who have characteristics not well understood is a common way to put others down. For example, people of different races or people with handicaps are often put down. Remember **EVERYONE** has abilities and disabilities. Becoming aware of, understanding, and admitting our prejudices are all important in order to cope with them.

D. Coping techniques are important to learn in order to deal with these stressors. Listed below are some ideas on how to cope with various situations.

1. Embarrassment - Ask, "Have you ever tripped and fallen and felt embarrassed? It's normal to feel this way. People often laugh at each other instead of with each other. Try to keep a sense of humor! Remember everyone has embarrassing moments. You will live through it. You can help your friends when they are embarrassed by sharing one of your "moments".
2. Competition - For teenagers, competition often involves friendship groups, grades, athletics and other activities. At times, everyone wants to feel that they are number one. Competition can be healthy if it is not carried to extremes. But if being number one is the only thing that counts, we are losing sight of other values and benefits.
3. Separation, Loss, and Rejection - Everyone has to deal with these experiences sometimes. It is normal for changes in friendships to occur during teen years. You are deciding what kind of person you want to be and you are changing rapidly.

Yet, what is normal is not always easy. You may realize that a friend or group of friends has some characteristics that you can no longer tolerate. (i.e. gossiping, using drugs, dishonesty, jealousy and conceit). You may disagree and are unable to resolve the conflict and change your feelings toward your friends. Separation, loss, or rejection cause feelings of sadness which can lead to depression. Talk to someone about your feelings. It could be a friend or an adult. Talking will make you feel better. Crying helps sometimes. It is important to be kind to yourself during this time. Do a few positive things each day in order to make yourself feel better. You will eventually feel better and feel strong and confident.

IV. Coping With Dating Pressures

A. Explain that dating practices are changing and this creates confusion about dating courtesies. Talk to your date about common courtesies such as who pays for the date. Remember, good manners never go out of style, so ask your date how he/she feels about opening doors, "ladies first", and helping to put on a coat. If a girl prefers to do most things for herself, a boy should respect this and be polite. Some boys appreciate a girl helping to put on a coat if she does not make a big deal of it.

B. Emphasize that many teenagers allow themselves to be pushed into dating. It is easy to feel pressure from friends and parents to begin dating when you do not want to. Believing in yourself can free you to decide for yourself.

C. Explain there are five bad reasons for dating:

1. All other girls or boys are dating.
2. You think you have to prove yourself as a woman or man.
3. Your parents are pushing you.

4. Your brothers and sisters are teasing you
5. You think you are not normal because you are not interested.

D. Explain that it is also possible to find ourselves having trouble finding dates or second dates. If this is the case, we may need to examine what we are doing that may turn others off.

E. Review **COMMON TURN-OFFS**.

F. Stress that these turn-offs usually happen when people feel insecure about themselves. Being considerate and gradually sharing who you are are better ways to develop a satisfying relationship.

G. Complete activity **RELATIONSHIP GRID**.

V. Making and Keeping Friends

A. Point out that having close friends can be the most valuable source of comfort in frustrating situations. Yet, we cannot just pick friends when we have a problem. Building good friendships takes time. We will also seldom find a friend who is perfect. Therefore, real friends accept each other as they are. Strong friendships have at least ten things in common.

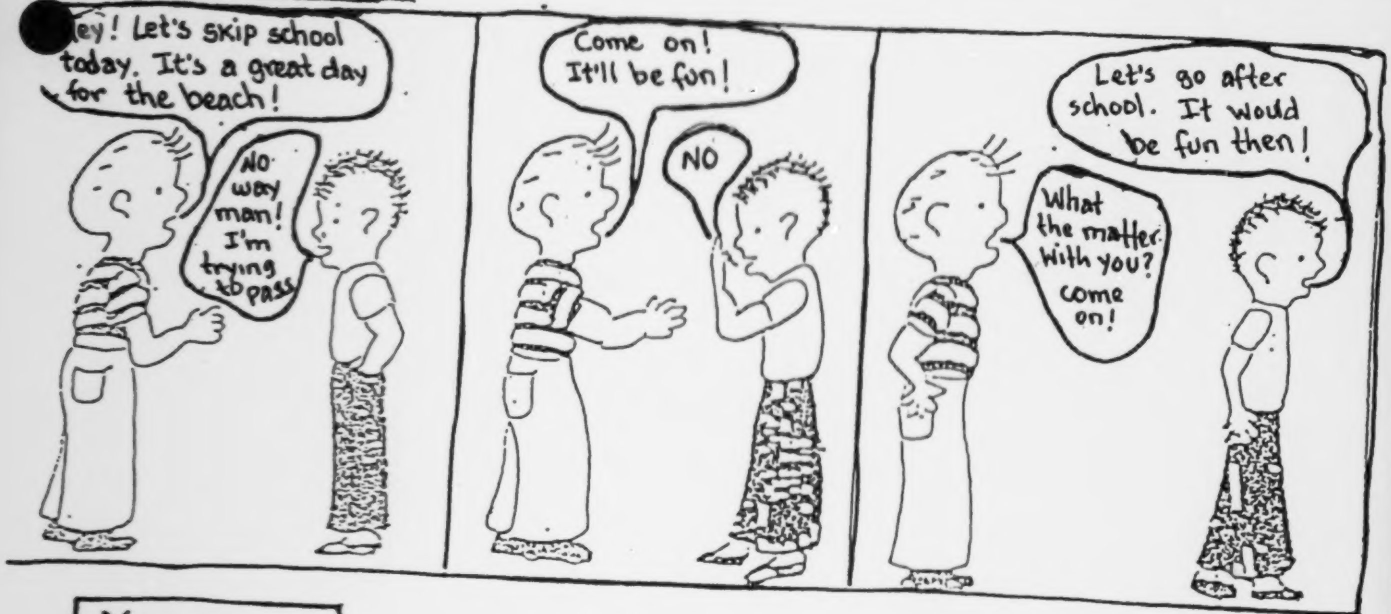
B. Review information sheet **HOW TO BE A GOOD FRIEND**.

VI. Summary

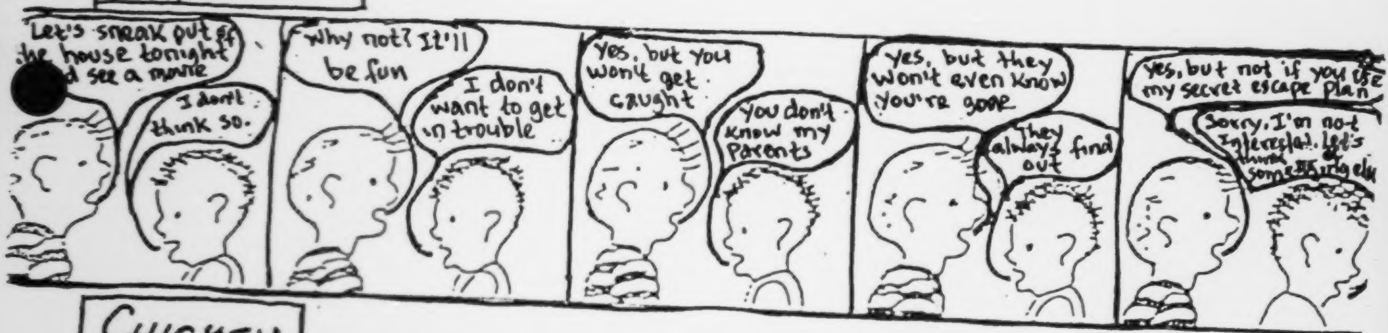
Review today's lesson by concentrating on good friendship qualities and how to resist stressful pressured situations.

HOW TO DEAL WITH PEER PRESSURE

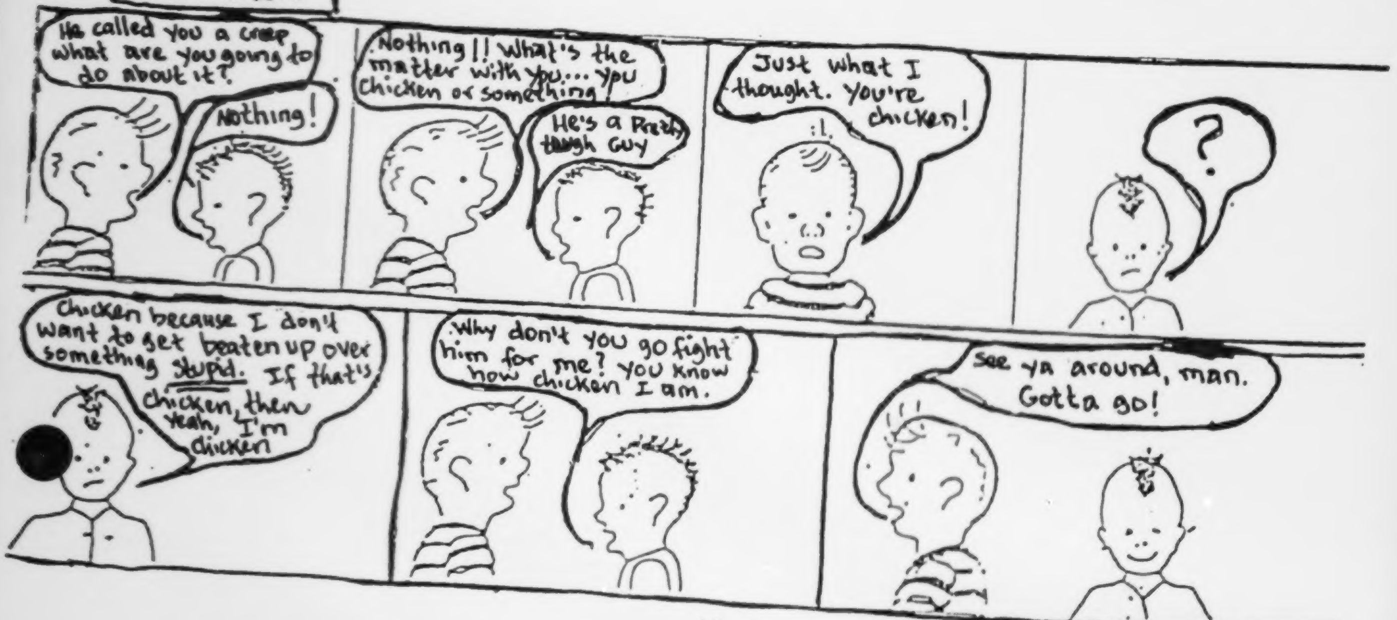
REPETITION


ey! Let's skip school today. It's a great day for the beach!
No way man! I'm trying to pass
Come on! It'll be fun!
NO
Let's go after school. It would be fun then!
What the matter with you? Come on!

YES, BUT...


Let's sneak out of the house tonight d see a movie
I don't think so.
Why not? It'll be fun
I don't want to get in trouble
Yes, but you won't get caught
You don't know my parents
Yes, but they won't even know you're gone
They always find out
Yes, but not if you use my secret escape plan
Sorry, I'm not interested. Let's think of something else

CHICKEN


He called you a creep what are you going to do about it?
Nothing!
Nothing!! What's the matter with you... you chicken or something!
He's a pretty tough guy
Just what I thought. You're chicken!
?
Chicken because I don't want to get beaten up over something stupid. If that's chicken, then yeah, I'm chicken
Why don't you go fight him for me? You know how chicken I am.
See ya around, man. Gotta go!

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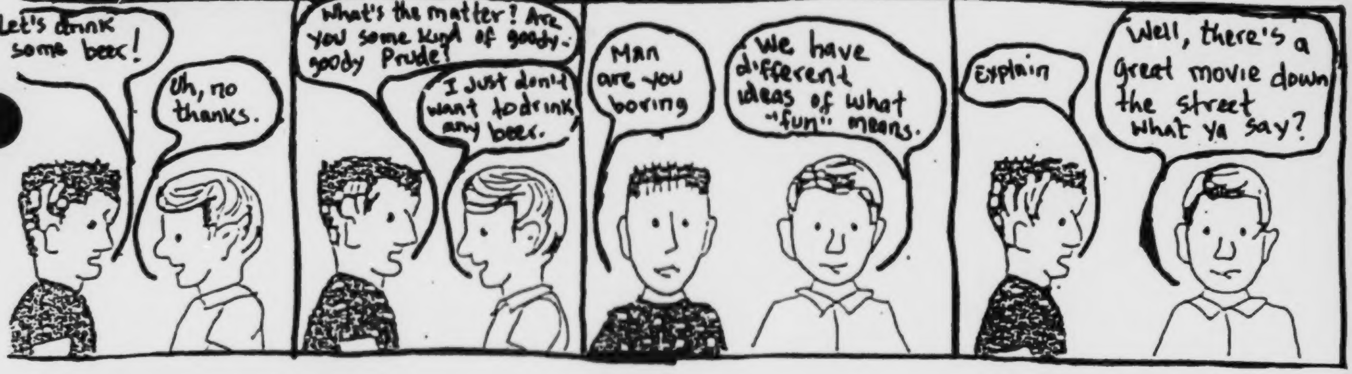
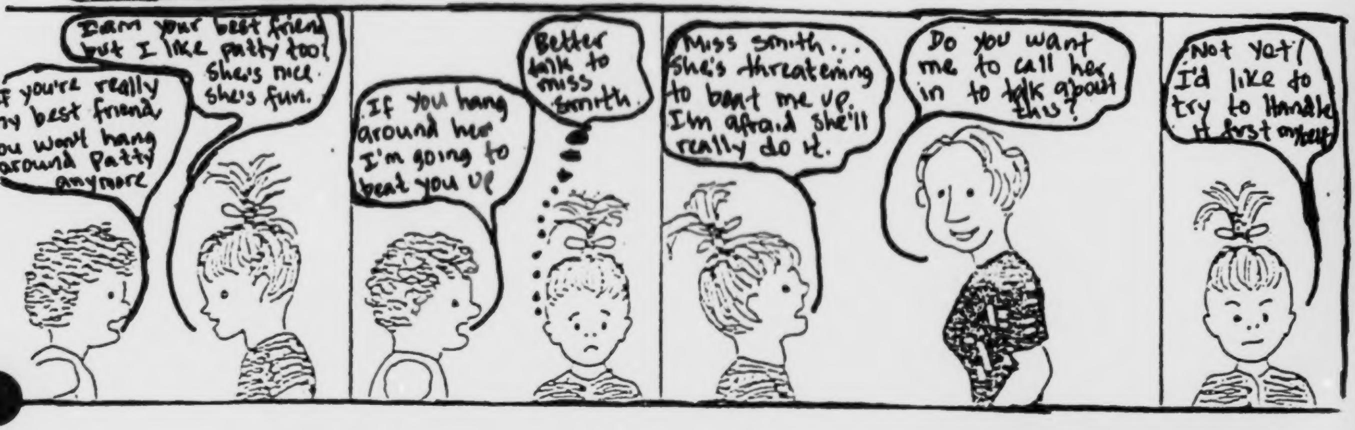
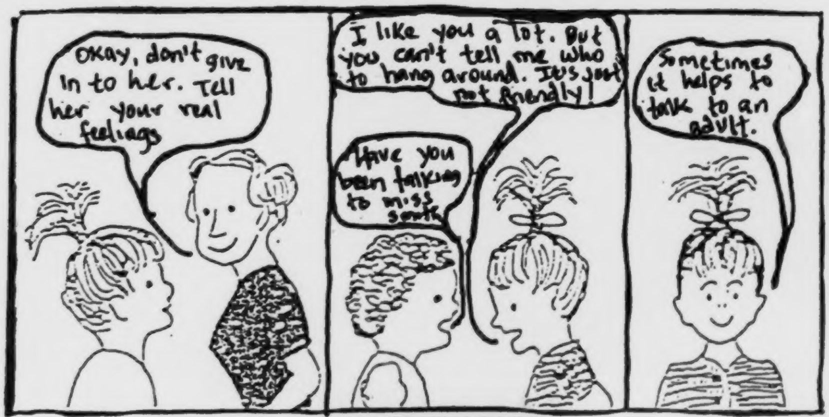
PUT-DOWNS

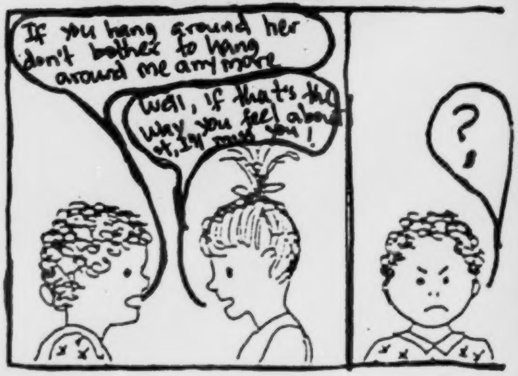

Let's drink some beer!
Uh, no thanks.
What's the matter! Are you some kind of goody-goody Prude?
I just don't want to drink any beer.
Man are you boring
We have different ideas of what "fun" means.
Explain
Well, there's a great movie down the street What ya say?

THE IRON HAND

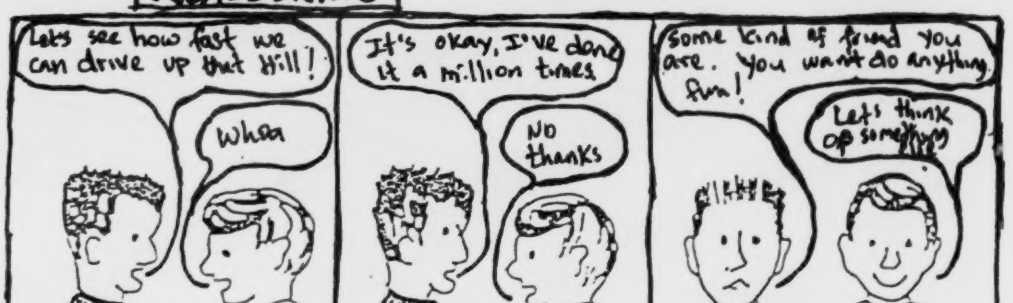

I am your best friend but I like patty too! She's nice. She's fun.
If you're really my best friend, you won't hang around Patty anymore
If you hang around her I'm going to beat you up
Better talk to miss Smith
Miss Smith... She's threatening to beat me up. I'm afraid she'll really do it.
Do you want me to call her in to talk about this?
Not yet! I'd like to try to Handle it first myself


Okay, don't give in to her. Tell her your real feelings
I like you a lot. But you can't tell me who to hang around. It's just not friendly!
Have you been talking to miss smith
Sometimes it helps to talk to an adult.

THE COLD SHOULDER


If you hang around her don't bother to hang around me anymore
Well, if that's the way you feel about it, I'll avoid you!
?

REASSURING


Let's see how fast we can drive up that Hill!
Whoa
It's okay, I've done it a million times
No thanks
Some kind of friend you are. You won't do anything fun!
Lets think of something

COMMON PRESSURE SITUATIONS

You are with your friends at the mall. They want to steal some video cassettes. They say, "It's okay! The big corporations just claim the loss on their insurance!"

You are standing outside of the school and your best friend pulls a package of cigarettes or marijuana out of her pocket. She offers cigarettes to other friends standing around and they take them. Then she turns to you and says, "Try it, you'll like it."

You have been invited to a party at your friend's house on Saturday night. When you arrive you realize that no adults are supervising the party. Your friend goes to the liquor cabinet and pulls out a large bottle of vodka. He looks at you and says, "Hey, how about a drink?"

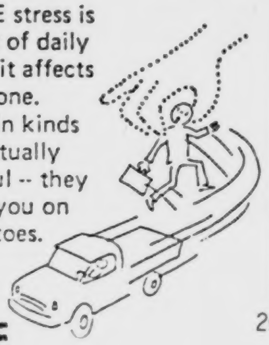
You and your boyfriend/girlfriend are at a party and your friends start slowly disappearing into other rooms. You like him/her a lot but you are not ready for sex. He/she says, "Come on. Everyone is doing it!"

You are taking a math test. Your best friend taps you on the back and says, "Move your paper over so I can use it. I forgot to study last night."

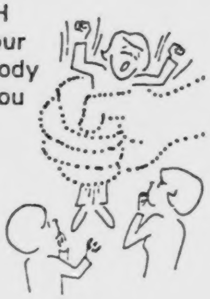
You have recently made a new friend. He wants you to join his/her gang.

Stress is an unavoidable FACT OF LIFE.

SOME stress is a part of daily life -- it affects everyone. Certain kinds are actually helpful -- they keep you on your toes.



BUT --
TOO MUCH
stress on your mind and body can make you miserable -- worried, sad and ill.



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COMMON TURNOFFS

1. Being poorly groomed, sloppy, and unclean.

2. Constant bragging about anything - money, material possesions, grades, popularity, number of dates, sexual exploits, etc.

3. Using obscene language constantly.

4. Putting on a big tough or cool act.

5. Heavy smoking or drinking (especially getting sick afterward!).

6. Constant efforts to transform your date's taste in clothes, personal interest, or personality.

7. A boy acting like an MCP and expecting a girl to wash, mend, or iron his clothes or do other "womanly" chores.

8. Acting like a helpless ninny and saying "I don't care" and leaving all the decisions about where to go and what to do up to the other person.

9. Being insensitive to the other person's desires and needs - and refusing to compromise on certain decisions.

10. Talking on and on about previous dates with other people in great detail - whether these were happy or terrible experiences.

11. Being jealous and possessive, especially after only one or two dates.

12. Dumping all the problems and feelings of your life on a date right away, overwhelming the other person.

13. Being so self-involved that you don't give the person time to talk, and/or not being interested enough to listen well when he or she does say something.

14. Coming on strong with feelings of love and expressing a desire for permanent commitment after only a few dates.

15. Constantly calling your date at home at inconvenient times and generally making a nuisance of yourself.

16. Telling your friends (so they can spread the news all over school) what happened on your date, with a few embellishments thrown in.

NAME ____

Relationship Grid

Listed below are 12 questions about relationships. Place the key word (e.g., "steady") from one question only in the ONE square of the grid that shows how you feel about that question. For example, if you were asked, "How do you feel about finding $500?" (money) you would place the key word, "money," within any of the three boxes under "Very Strongly." The object is to identify the degree of feeling rather than whether the feeling is good or bad. You may change your response from one column to another as more questions are read.

Very Strongly	Strongly	Mildly	No Opinion

1. How do you feel about teens who go steady? (steady)
2. How do you feel about spending time with brothers and/or sisters? (time)
3. How do you feel about dating someone who is just a friend? (dating)
4. How do you feel about girls who put their arms around each other? (girls)
5. How do you feel about premarital sex for girls? (sex-girls)
6. How do you feel about talking with your parent(s)? (parents)
7. How do you feel about boys who put their arms around each other? (boys)
8. How do you feel about people who break promises? (promises)
9. How do you feel about premarital sex for boys? (sex-boys)
10. How do you feel about doing things with your friends? (friends)
11. How do you feel about spending time alone? (alone)
12. How do you feel about teen marriage? (marriage)

HOW TO BE A GOOD FRIEND

Friendships may at first look like lucky associations that people simply fall into. Although they often begin as very casual encounters, if they are to grow stronger and develop, they will require careful, thoughtful attention. Strong friendships have at least ten things in common:

1. GOOD FRIENDS USUALLY CHOOSE EACH OTHER BECAUSE OF WHAT THE OTHER PERSON IS LIKE RATHER THAN WHO THE OTHER PERSON IS. It may be tempting to choose a cheerleader or an outstanding athlete as a friend because it will give you a chance to join the "in" crowd. A friendship based on prestige, however, is not as genuine as one in which the other person knows you like him or her as a person and not simply as someone who has a special position at school.

2. YOU HAVE TO BE A FRIEND IN ORDER TO HAVE A FRIEND. This means that you have to be truly concerned about your friend's happiness. You need to notice when your friend needs cheering up, and you need to listen patiently when he or she has problems to share with you. It isn't easy to listen. It is often more fun to tell about yourself. If you want a companion to know you really care, however, you will need to be a sympathetic listener. Just talking about a problem may be a great help to a friend who is trying to sort out feelings and ideas.

3. GOOD FRIENDS LEARN TO SHARE FEELINGS IN HONEST AND THOUGHTFUL WAYS. This is not easy. You can be honest and cruel with friends and make them miserable. This is a good way to destroy the friendship. You can also be unwilling to talk honestly about your feelings and end up shutting your friend out of your life. The trick is to learn to share ideas openly so that your companion really knows how you feel, and yet to express your thoughts in ways that do not hurt your friend's feelings or cause a break in your relationship.

4. ONE OF THE BEST WAYS TO BUILD A FRIENDSHIP IS TO LEND A HELPING HAND WHEN YOUR FRIEND HAS JOBS TO DO OR OTHER RESPONSIBILITIES. When you provide help, you are reminding your friend that you are willing to share the unexciting tasks as well as the enjoyable times together. Real friendships are not turned on and off. They include the difficult chores as well as the happy times. In fact, you really need your friends more during down times than you do when things are going well.

5. GOOD FRIENDS TRY TO AVOID SERIOUS ARGUMENTS. Important disagreements often tear friendships apart. If a friend really wants to study or go to the movies and those activities don't appeal to you, go along with his or her plans and perhaps your friend will fit in with your plans the next time. It is natural to feel differently about activities, but if you are going to do lots of things together, someone will need to be flexible and understanding. Many good friends learn to take turns doing first what one companion wants to do and then the other.

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6. IF YOU ARE A GRACIOUS LOSER AND A MODEST WINNER, FRIENDSHIPS CAN SURVIVE. It is not likely that you and your friends will enjoy the same number of successes and honors. It may be difficult to accept the fact that things don't often even out. When you receive a great deal more recognition than your friend, it may strain your relationship, but your reaction to your achievement is even more important. If you are not boastful, and you quickly think of other things to talk about, your friend will probably appreciate your thoughtfulness.

7. FORGIVENESS IS A VERY IMPORTANT PART OF FRIENDSHIP. You have probably known people who carry grudges forever. They can never seem to forget a thoughtless act, and they are not happy until they have done something to their friend to even the score. Good friends, however, learn to forget and forgive. They learn to overlook the petty little off-the-cuff remarks that can quickly lead to breakdown of communications. Sometimes the offending partner will need to ask the other person for forgiveness. If you have a lot of personal pride, this is hard to do.

8. GOOD FRIENDS PRAISE EACH OTHER FOR THEIR SUCCESSES. It is often difficult to compliment people when they do well. It is more natural to be envious. We all wish that we were the one who is getting the praise. However, friends need to know that you are happy about their successes. If you truly care about them, you want them to achieve as much as they can. If you support them in their victories, they will be more likely to cheer for you when you excel in something later.

9. REALLY GOOD FRIENDS KNOW HOW TO KEEP AN IMPORTANT SECRET. If you share your inner thoughts with someone you care about and later find out that everyone in class has been told, it is terribly embarrassing. You feel hurt and betrayed. You will probably decide then and there that you won't share your feelings again. Since friendships are built on trust, it is not likely that a friendship could survive many such disappointments. When you share your deepest thoughts, you have to be absolutely confident that you will not be betrayed by friends, and that jokes about you will not be circulated around the school.

10. FINALLY, GOOD FRIENDS ARE LOYAL. They look for the best in those they care about, and they don't say mean things about each other. They are not two-faced. They don't say one thing to your face and then make negative comments about you to others. It is great to know that your friends are loyal. It is devastating to find out that they are ridiculing you behind your back. Above all else, you need to feel that you can have complete confidence in the things your friends will say about you when you are apart.

Session IV - Focusing on the Family

I. Introduction

A. Introduce the subject by saying, Mark Twain once spoke about a 21-year-old man who said that when he was 12 he thought that his father was the most stupid man alive. Yet, eight years later he wondered how his dad could have learned so much in eight years! And then at 21 he began to understand that his dad hadn't studied in those eight years - that he was the same ol' man he had always been. It was that he, the son, had changed his perspective.

B. Do activity **NOW YOU DON'T SEE IT...NOW YOU DO!** See teacher key.

C. Continue by pointing out that most of us discover that we do not agree with everything anyone we know says or does. Especially, we do not agree with our parents. The disagreement with parents is particularly hard and often they make rules we do not - or can not - understand. Sometimes we do not understand because we do not use the same words. Sometimes we do not perceive things the same way. While Dad is looking at your safety, you are thinking of your fun. And so you have a conflict.

D. Ask, "How do these conflicts occur between parents and their almost-but-not-quite-grown-up offspring?" It depends somewhat on the family. Understanding each other and each other's problems and way of looking at things is often difficult. There are conflicts because parents and teenagers

1. have a different sense of responsibility
2. may have different worries
3. may have different life-values
4. often have poor communication with each other

Because of these conflicts, it is important to understand your parents better.

II. Understanding Parents Better

A. Ask, "Would you like to understand your parents better so that you can be more comfortable at home?" One way is to recognize the differences. Now that we understand that differences between parents and teenagers exist, we need to use the knowledge and communicate so that life is less stressful! Your parents had parents who treated them just about like you are being treated. Most people do not want to, but find themselves unconsciously treating their kids as they were treated when they were teenagers. Your problems with your parents will be less severe if you use the insight you gain from trying to understand your parents. Since parents aren't likely to change, it may be up to you to develop a better relationship. What are the things your parents do that cause problems for you?

B. Encourage discussion, and list their suggestions on the board. The following should be included: refuse to let the teenager grow up, dominate the teenager, dictate choice of friends and activities, fail to trust the teenager, refuse to permit the teenager to have an opinion different from the parents, and fail to respect the teenager's sense of values.

C. Now, let's rephrase these ideas in language your parents might be using that would sound better to them than the phrases we have on the board. For example, instead of (point to one on the board) refuse to let you grow up, what about, it's our responsibility to refuse to let you do foolish or dangerous things. As the group rephrases the statements, write them on the board. Some understanding of the difference in perception should have occurred.

III. Conflict Resolutions - Finding a way to meet the problems.

A. Point out to the students that since we have learned something about the difference in how our parents see life, just understanding the difference does not solve the problems. They are still there. Emphasize that most of the time families handle conflicts by pushing against each other.

B. Demonstrate how this increases tension by using the following techniques. Ask a volunteer to come forward. Explain that you are going to press hard against their hands. The response to this pressure will be to push back just as hard. However, also demonstrate that often it is more effective to not push back and simply embrace the other person. Allow the students to fall toward you and catch and hold them. (This activity should be explained to the volunteer in advance).

C. Point out that by eliminating pushing against each other we can reduce tension and begin to accept the fact that we fail each other to some degree. We all have shortcomings. You do not do all the things your parents think you should, and they do not do all the things you think they should.

D. Beyond this acceptance, it becomes a matter of communication to arrive at the best possible solution of your problems. For example, if your parents refuse to let you grow up, can you try to find out why? Is it that:
- they have not thought about your life?
- they have not realized how much the world has changed?
- they are afraid of what might happen to you?

What is the reason for their refusal? Could it be that you are asking for too much freedom at your particular age? Next time you say angrily, or think, "They won't let me grow up!" ask yourself, "What am I doing (or asking to do) that makes them think it is foolish or dangerous.

IV. Identifying Family Stress

A. Refer to **FAMILY STRESSORS**. Ask the students how they feel these events could affect a family.

B. Explain that each age group has its own stressors. What might be stress for one group, is not necessarily stress for another. Complete activity **STRESS COMPARISON**.

C. Often parents may seem irritable toward children but the cause may have to do with job-related stress. Refer to **JOB-RELATED STRESS** and explain how each issue could affect parents and their moods.

D. Sometimes expectations from others creates pressure on young people. Complete the **EXPECTATION BALLOONS**.

E. Complete this section by having students work the activity: **WHEN I WAS YOUR AGE**. Ask them to think of messages they would give their children to reduce stress.

V. Summary

VI. Self-Plan

Now You Don't See It . . . Now You Do!

Read this . . .

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

People are different from one another in many ways. How they see things, or what we call their *perceptions*, can be very different even when they are looking at the same thing. This is one important way people are unique.

People sometimes disagree, or argue, about the different ways they see things. Write about an argument you had because you and someone else had different views:

Experience Sheet

TEACHER

Seeing the Same Thing Differently

Discussion and Experience Sheet

Objectives:

The students will:
- describe how different points of view contribute to conflict.
- discuss how recognizing and appreciating different points of view can prevent and resolve conflict.

Grades:

5-8

Materials:

pens or pencils; chalkboard or chart paper; a stop watch or watch with a second hand; one copy of the experience sheet, "Now You Don't See It . . .Now You Do!"

Procedure:

Explain to the students that they are going to experience how easily conflicts can arise from the need of people to be right. In your own words, explain: *Two or more people can be looking at exactly the same thing (e.g., a problem, a question, a statement, etc.) and see it quite differently. This is one of the ways in which people are unique. As we grow older, the way we see things in our world is determined more and more by our previous experiences and learnings. The way we say a particular word can be different, just because of the way we learned it. People even tie their shoes and use their knife and fork in many different ways.*

Offer this observation about conflict: Conflict occurs when people start to argue about the different ways they see things.

Distribute the experience sheets. Ask the students to carefully read the statement, "FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS." After they have read the statement, ask the students to count the number of F's it contains. Allow exactly 15 seconds for the students to count—then tell them to turn their experience sheet over so that it is face down.

Take a poll. Ask the students to raise their hands if they saw three F's. Record the number on the board. Then ask for a show of hands from those who saw four F's. Record that number. Finally, ask for a show of hands from those who saw five or more F's. Record that number.

Point out to the students that even though they were looking at exactly the same statement, they saw it differently from one another. Ask the students to again read the statement and count the F's. Allow 5 seconds—then tell them to turn their experience sheet face down again.

Repeat the poll and record the new numbers. Again, point out that even after this second counting, there are differences in perception. Finally, have the students look at the statement together. Read it with them and point out each of the six F's as they appear.

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Name ______________________________ **Date** ______________

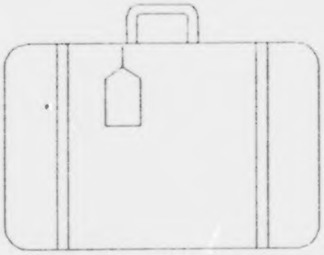
FAMILY STRESSORS

DIRECTIONS: Listed below are some factors that cause stress within a family. Explain how you feel each stressor could affect a family.

Parents Fighting

Moving

Financial Problems



Family Member Leaving Home

Behavior Problems with Children

Health Problems in Family Members

Death of a Family Member

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Name ______________________________ Date ______________

STRESS COMPARISON

DIRECTIONS: Each age group has its own stressors. What might be stress for one group, is not necessarily stress for another. In groups of three or four, brainstorm all the possible stressors people could face at each age. Compare your lists. Discuss which age group faces the most pressures and why.

1. INFANTS

2. CHILDREN

3. TEENAGERS

4. YOUNG ADULTS

5. PARENTS

6. ELDERLY PEOPLE

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Name ______________________________ Date ______________

JOB-RELATED STRESS

DIRECTIONS: Read each item below. How could each situation affect someone? How could each situation affect the family.

Starting a New Job

Retirement

Too Much Work

Possibility of Loss

Poor Relationships with Boss, Colleagues

Unclear Duties or Responsibilities

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Expectation Balloons

Just about everywhere you turn—friends, parents, school—someone wants something from you. Stress can rise when you try to meet everyone's expectations.

Here's a list of ten typical expectations other people have of you as a teenager. Rank them from 1-10 based on how much stress they produce in you. Your number 1 item will be the top stress producer. Number 10 will be the least stress producer. (Ignore the Opinion line for now.)

Others Expect . . .

Item	Rating	Opinion
• respect my parents		
• make good grades		
• not cheat		
• tell the truth		
• be a good friend		
• make my parents proud		
• keep a confidence		
• share my faith with others		
• keep my room clean		
• be a good student		

What made the top of your list? ________________________

Why does that expectation stress you out the most?

What was number 10? __________________________

Why is this the least stress-producing expectation?

Go back over each item on the list. If you think it is a good expectation, write the word FAIR on the opinion line. If you think it is a bad expectation, write UNFAIR. What reasons would you give for the UNFAIR ratings?

Reason 1:

Reason 2:

Reason 3:

Why did you like the FAIR items?

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Name ______________________________ **Date** ______________

WHEN I WAS YOUR AGE...

DIRECTIONS: Imagine that you are a parent. You have a thirteen-year-old daughter and a twelve-year-old son. What important messages do you want to give your children as they enter adolescence? Write specific messages in the boxes below.

TO MY SON:

TO MY DAUGHTER:

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Session V - Focusing On School and Related Pressures

I. Introduction

A. Introduce today's topic by writing on the board the following question, "Are you in charge of your life?"

B. Ask the students the following question, "How many times have you said things like: "It's my life. I want to live it my own way"? At the same time you have probably also said things like: "I wish my mom and dad would not be so bossy", "Teachers mess up my life" or "What do they know?"

C. Point out that this attitude reveals that the student thinks others are running his life. He feels others are forcing him to do things whether he wants to or not. Yet, this attitude is incorrect. You are living your own life! You are responsible for the good and bad things that happen to you. Unless someone picked you up and carried you to school today, you came on your own. But, you are probably saying, if I had not come, bad things would have happened. And, of course you are right. There would have been consequences. Consequences - remember that word. We are going to be talking a lot about consequences. There are good and bad consequences that come from our choices. Sometimes we act to escape bad consequences. Sometimes we do things that will bring positive results. But, more importantly, WE DO CHOOSE.

D. Ask, "Did you come to school this morning to escape your parents' anger? Or to escape the boredom of staying home? If so, you acted to avoid negative consequences.

E. Continue by asking, "Did you come to school to see some of your friends? If so, your choice was made because you thought that there would be positive consequences.

F. Point out that many people do not accept responsibility for their own decisions. Listen to the kinds of things they say:
- "I cheated on the test because the teacher was unfair"
- "I'm just like my mother. She weighs too much, and so do I."
- "The teacher just didn't teach the subject well enough for me to understand it."
- "I didn't have a chance because I'm poor."
- "It wasn't my fault. I just went along with the gang."

Blamers! That's what they are. They blame others for their own faults. No wonder - it is easier to blame others than to admit responsibility for our faults. Yet, there are people who do take responsibility for their own faults and behaviors.
Listen to the kinds of things they say:
- "I cheated because I was too lazy to study. Next time I'll study harder."
- "I weigh too much because I eat too much. I'm going on a diet!"
- "If I had studied harder, I could have learned the subject."
- "People pick on me because I am really an unkind person. It's time for me to learn to be nicer."
- "I'm poor, but I could overcome it. I'll develop a plan."
- "How stupid can I be! The next time I'm with that bunch I'm not going to be led by the nose."

G. Ask students, "Are you a blamer?" Some people associate success with making a lot of money, having nice cars and houses, or being famous. There are a lot of unsuccessful people who have and are all these things. The true winners admit their faults. They accept responsibility for their own acts. We believe that some people drink or take drugs so they can blame their failures on coke, booze, or some other substance. How nice it is not to take any responsibility. Blamers say, "The school failed me. I didn't flunk out." Or "He was a real bad teacher. Who could learn anything in that class?" Emphasize that we are not saying that once you reach the point in your life when you can take care of yourself, you will stop blaming others and will accept responsibility for the consequences.

H. Complete activity **RESPONSIBILITY.**

II. Coping Strategies For School - Changing Thoughts

A. Explain to the students that for most people, dropping out of school is a mistake. They find it difficult to achieve what they would like without an education. School may be dull and hard work, but it is not bad. Therefore, we need to focus on techniques that will help everyone cope with school life.

B. The first thing to do is begin to change your thoughts concerning school. Point out that many students make mistakes because of how they think of school.

C. Complete activity **DO I HAVE AUTOMATIC THOUGHTS THAT ARE WRONG?**

III. Stressors and Stress Reactions

A. We all have certain things or people that cause us to have automatic thoughts or to "lose our cool".

B. Complete **PUSH THE PANIC BUTTON.**

C. After completing the activity explain the importance of recognizing situations or people who do push our buttons. By knowing this, we can plan ahead and handle the situation better.

IV. Violence

A. Explain that violence in the school and community creates extreme amounts of stress. Using a Webster's Dictionary complete the activity **THIS VIOLENCE BUSINESS HAS TO GO** (See teacher instructions.

B. Have the students complete the **VIOLENCE SCAVENGER HUNT.** After completing the activities, tell students, "It was probably not much fun getting that information, but it helped you realize how much violence we find every day. There's no escaping it. But you can learn to deal with it in ways that will help relieve some of the stress you feel." Ask:

- Was it hard finding acts of violence in the news?
- What are some reasons why there is so much violence in our society and work?
- What would you do to get rid of the violence?

C. Again, it is important to recognize our own violence level in order to do something about it.

D. Complete **PUSHING YOUR VIOLENCE BUTTONS.**

E. After completing the last activity, explore constructive ways of handling or reacting to the situations.

V. Summary

Review the importance of taking responsibility for our actions and thoughts. Stress the importance of recognizing situations that "push our buttons" and those in which we tend to react violently.

Review strategies for handling violence and the people we can go to for help.

VI. Post-Test

Responsibility

Responsibility is

I am most **R**esponsible when

I f**E**el most responsible to

Being responsible make**S** me feel

I believe that being res**P**onsible means

When **O**ther people are responsible to me, I feel

When others are respo**N**sible to me, they do

The re**S**ponsibilities that I enjoy include

The respons**I**bilities that I dislike include

Responsi**B**ilities that I feel hard to carry include

What **I**'d like to be more responsible for is

What I'd **L**ike to be less responsible for is

Being respons**I**ble is/is not important to learn because

Too many people are not responsible enough for

Discuss **Y**our answers with your teachers, classmates and family.

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Do I Have Automatic Thoughts That Are Wrong?

Did you know that you develop thinking habits much the same way that you develop eating or sleeping habits? Just as you always order a hamburger with catsup and pickle, you automatically respond to certain ideas. Try the following exercise: On the left is a number of words or phrases. On the right is a row of blank spaces. Read the words on the left. On the right, fill in the first thought that comes to your mind in the blank spot.

1. It's Miller time . 1. ______________________________
2. Golden arches 2. ______________________________
3. We do chicken right 3. ______________________________
4. The Pepsi generation 4. ______________________________

The words on the left were taken from commercials. Advertising people want you to think of certain pictures when you hear these words. They pay million of dollars to develop these automatic thoughts. Of course, other advertisers pay millions to have you think other thoughts.

For the most part, you learn your automatic thoughts without television or radio. Look at the following words on the left. Then write your first thought in the right-hand column:

1. School 1. ______________________________
2. Teachers 2. ______________________________
3. Homework 3. ______________________________
4. Books 4. ______________________________
5. Tests 5. ______________________________

The words above are the ones you link to school. Look at the words you have written. Are they mostly positive or mostly negative? It's likely that if you are thinking of leaving school, they are mostly negative. Most people leave school to avoid negative consequences and to move toward positive consequences. Or so they think.

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Let's redo the exercises on school with a different set of directions. This time, don't just write your first idea about the word. Think about what is good *and* bad about it.

1. School Good ______________________________
Bad ______________________________

2. Teachers Good ______________________________
Bad ______________________________

3. Homework Good ______________________________
Bad ______________________________

4. Books Good ______________________________
Bad ______________________________

5. Tests Good ______________________________
Bad ______________________________

You may have had some trouble thinking of good things about school or tests. That's okay. *The idea is not to think automatically.* Now let's do the same thing. That is, list your good and bad thoughts associated with some other ideas.

1. Dropping out of school Good ______________________________
Bad ______________________________

2. Going to work Good ______________________________
Bad ______________________________

Name ______________________________ **Date** ______________

PUSH THE PANIC BUTTON

DIRECTIONS: We all have certain things or people that cause us to lose our composure from time to time. In this activity, try to figure out what causes YOU to "lose your cool." Once we begin to identify our stressors, we can learn to lessen their effect. Place a checkmark next to each factor that causes you stress. There are blank spaces provided so you can add your own.

What pushes your "stress buttons"?

______ being late
______ too much homework
______ oral reports
______ babysitting
______ going to the dentist
______ arguments with friends
______ restrictions at home
______ chores
______ lack of sleep
______ no date for a dance
______ pimples
______ physical education class
______ math class
______ English class
______ health class
______ social studies class
______ other class________________
______ cafeteria food
______ nothing to do
______ rude people
______ no money
______ no transportation
______ playing on a sports team
______ being cut from a sports team
______ losing something valuable
______ finding that a friend betrayed you
______ parents fighting
______ getting a detention or suspension

______ your job
______ taking tests
______ video games
______ using a computer
______ closed-in spaces
______ commercials
______ interruptions while busy
______ getting an injection
______ arguments with parents
______ fight with boyfriend/girlfriend
______ losing
______ careless drivers
______ slow drivers
______ loud people
______ baby crying
______ disrespectful children
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________
______ ____________________

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This Violence Business Has Got to Go

INSTRUCTOR

What Does It Mean?

Violence is everywhere. Every day thousands of people experience it. You can get stressed out when you see or read about people being hurt physically, having property stolen, or being abused emotionally. You might even go to a school where you see an act of violence every day.

Let's make sure you know what that word means. Unscramble the definition below from Webster's Dictionary.

LIOCEENV: 1. hslacypi rcofe esdu os sa ot jnreui, maaegd, ro yortsed; reemtxe ghourssen fo tcanoi; 2. tenseni, tnefo vasttagnilyde ro plosxeevily rewopful rcefo ro neegry, sa fo a enacirruh ro olvnaco; 3. a) justun ro llsouca esu fo rceof ro werop, sa ni oivtalgni rehtona's ghtsir, enssbiiltiies, tce.; b) het mrah enod yb isht; 4. treag ecrof ro htgrents fo eeflgni, dctunoc, ro ssrepxeoni; hemevceen; uryf.

Pick out five words from that definition that describe violence.

1.____________________________

2.____________________________

3.____________________________

4.____________________________

5.____________________________

What do all these words have in common?

When violence occurs somebody loses. It's a bad deal all the way around. It can produce heavy stress.

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ANSWER:

VIOLENCE: 1. Physical force used so as to injure, damage, or destroy: extreme roughness of action.

2. Intense, often devastatingly or explosively powerful force or energy, as of a hurricane or volcano.

3. a) Unjust or callous use of force or power, as in violating another's rights, sensibilities, etc.; b) the harm done by this.

4. Great force or strength of feeling, conduct, or expression; vehemence; fury.

This Violence Business Has Got to Go

STUDENT

What Does It Mean?

Violence is everywhere. Every day thousands of people experience it. You can get stressed out when you see or read about people being hurt physically, having property stolen, or being abused emotionally. You might even go to a school where you see an act of violence every day.

Let's make sure you know what that word means. Unscramble the definition below from Webster's Dictionary.

LIOCEENV: 1. hslacypi rcofe esdu os sa ot jnreui, maaegd, ro yortsed; reemtxe ghourssen fo tcanoi; 2. tenseni, tnefo vasttagnilyde ro plosxeevily rewopful rcefo ro neegry, sa fo a enacirruh ro olvnaco; 3. a) justun ro llsouca esu fo rceof ro werop, sa ni oivtalgni rehtona's ghtsir, enssbiiltiies, tce.; b) het mrah enod yb isht; 4. treag ecrof ro htgrents fo eeflgni, dctunoc, ro ssrepxeoni; hemevceen; uryf.

Pick out five words from that definition that describe violence.

1.______________________________
2.______________________________
3.______________________________
4.______________________________
5.______________________________

What do all these words have in common?

When violence occurs somebody loses. It's a bad deal all the way around. It can produce heavy stress.

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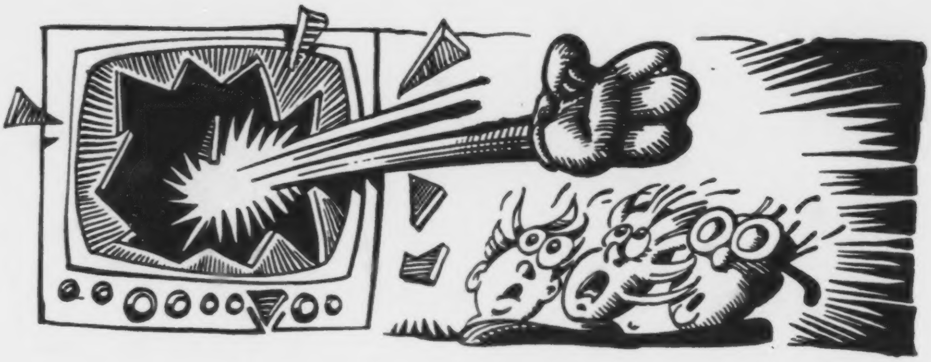
Violence Scavenger Hunt

Let's look at an average day in your community, nation, and world.

Get a copy of a recent newspaper or watch your local news. Complete this Violence Scavenger Hunt based on what you read or hear.

- Violence with a gun occurred when . . .
- Violence against a child happened when . . .
- Violence in my city happened when . . .
- Violence in our country happened when . . .
- Violence in our world happened when . . .



Pushing Your Violence Buttons

Everyone has a breaking point, even you. You can hold out only so long before you lose your cool. And when you do, you might get violent (remember, yelling at your parents with mean words is an act of violence).

In each button write a **1**, **2**, **3**, **4**, or **5**. A **1** means that you would never resort to violence in that situation. A **5** means you're certain you would react violently. A **2**, **3**, or **4** are somewhere in between.

☐ A kid at school knocks you down in the hall and then yells, "Watch where you're going, jerk face."

☐ Your younger sister sticks her tongue out at you.

☐ Your parent grounds you from all activities for a month.

☐ Your math teacher has just humiliated you in front of the class by telling everyone you made the lowest score on the last test.

☐ You watch two kids beating up on a close friend of yours.

☐ You are playing volleyball in gym and another kid deliberately hits you in the face with the ball.

☐ A kid in your neighborhood accuses you of breaking something of his and won't stop yelling at you about it.

☐ You're running in a relay race during a track meet when another runner purposely trips you so your team will lose the race.

☐ Your mom points her finger at you and angrily accuses you of never helping do anything around the house.

☐ You are having an argument with a kid at school and the words start getting nasty.

Finding out your violence level is the first step to doing something about it. The higher your score the higher the amount of stress you will also feel over violent reactions. Sometimes you are not able to control yourself.

Add up all the numbers you recorded in the survey. The total:

(it should be between 10 and 50).

Here's what you can learn about yourself.

A score of 10-20: You are a living, breathing, right-on example of mellow. Violent reactions are just not your thing. You have other ways of handling tough people and situations.

A score of 20-30: Not bad. It takes a lot to get you going. Certain things might push you to violence, but not much.

A score of 30-40: Now we're approaching one of those good ol' hot-blooded human types. Most of those situations would rub you the wrong way and you would let people have it.

A score of 40-50: Whamo! People better stay out of your way. Any threat to your rights are going to meet strong resistance. Even if you have to be violent about it.

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DECISION - MAKING

SKILLS

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DECISION-MAKING SKILLS - A

Session I - Defining and Understanding Decision Making

PRE-TEST

I. Introduction
  A. Define decision: A choice between two or more things over another.
  B. Decision Making
    1. You are unique as a human being in that you have the ability to choose the direction of your life.
    2. The more choices you have, the more decisions you have to make. You may say you do not make any decisions. Your parents and teachers tell you what to do. They say you're not old enough yet. But is that really the case?
      a. You've been making decisions all your life. You say you do what your parents tell you. That is probably true, but you made the decision to do so.
      b. It seems automatic now, but your decision is based on experience. For example, you come home from school and there is a chocolate cake on the counter. You know Mom baked it because guests will join you for dinner tonight. You want a piece, but do you cut it? You might or you may decide to find another snack.
      *Such decisions are made every day of your life.
  C. Another important factor is knowing why you made your decision. Also, what influenced your decision. You may say "nothing" however, this is not true.

II. Everyday Decisions
  A. Ask students to define everyday decisions and provide some examples.
    1. Discuss examples by asking who makes them
      a. There are I, We, and They decisions
        Ask students to define these types of decisions
        1. I - decisions we make alone
        2. WE - decisions we make with others
        3. THEY - decisions others make for us
    2. Ask students to give examples
    3. Ask students if they are easy to make
  B. You can choose:
    1. Wash your face and brush your teeth
    2. Eat breakfast
    3. What kind of person you want to be
    4. Your friends
    5. Your classes to take in school
    6. Who to date
    7. To do your homework
    8. What to wear each day
    9. To study for a test
    10. Ultimately, the career of your future

These are all decisions you make and they are relatively easy. Most of them are based on our experiences. We know what the consequences will be and act on what consequence we want to face.

These decisions may be easy to make, however, they are very important.
   - C. Do activity **EVERYDAY DECISIONS.**

III. Difficulty Decisions
   - A. All decisions are not easy ones. Some decisions take a lot of thought, concentration and time. If we handle these decisions in the wrong way, a lot of mistakes will be made unnecessarily. This is not to say that mistakes are not made in decision making when adequate time is given. We are human and easily make mistakes.
   - B. Decisions are constantly being made, ranging from the small and common to the big and difficult. What you decide today will affect your present life and your future. Even the small decisions shape you into the type of person you are. Learning from each experience helps you develop into a mature adult.
   - C. Complete activity **HOW IMPORTANT ARE YOUR DECISIONS?**

IV. Influences of Others
   - A. There are several factors which influence decisions. For example, personal skills and experiences, social pressures, personal values and beliefs and so on. Young people are particularly vulnerable to these influences because of their continued attempts to break away from the family and become more independent.
   - B. Do activity **INFLUENCE.**
   - C. Informed decisions cannot be made without knowing all the facts. Discuss **THE INFORMED DECISION.**
   - D. In making decisions, young people feel pressured by others in all social settings - home, school, peer group, and community. Sometimes peer pressure to do something is in direct conflict with parental pressure or teacher expectations. We need to learn ways to say "No".
   - E. Discuss **WAYS TO SAY NO.**
   - F. Complete **DECISIONS, DECISIONS, AND RANK ORDER DECISIONS.**
   - G. Finish with activity described in teacher key, "Carrying out my decision".

V. Summary

Summarize the activities and concepts covered today.

VI. Self-Plan

Ask them to formulate a short and long term goal to be achieved in making decisions.

Everyday Decisions

Make a list of ten decisions you have made so far today, no matter how small. Everything counts. (Use an extra sheet of paper if you run out of space.)

A List of Ten Decisions I Have Made Today

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Now think about why you made the choices you made. Why did you pick one shirt over another? Why did you have one thing for breakfast instead of another (or skip breakfast altogether)? How did you go about making each decision?

The answers to these questions may be hard. "I don't know—because I felt like it," is typical. If you tried to reason out every choice you made throughout each day, you would go crazy. But being aware of how you go about making decisions—even small ones—is the first step in learning how to make GOOD decisions.

With your list of "today's decisions" in mind, take this quiz to find out what kind of decision-maker you are.

A Decision-Making Quiz

Put "Yes" or "No" for each question.

YES/NO — DECISION

__________ 1. I take too much time to make even little decisions (like what to have for dessert).

__________ 2. I make decisions quickly because I get tired of thinking about them.

__________ 3. Making decisions is usually hard for me.

__________ 4. I often need someone else's opinion before I can decide something.

__________ 5. I hate having to make decisions.

__________ 6. When other people tell me what they think I should do, I get confused about what I really want.

How Important Are Your Decisions?

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, much study, and investigation before a wise decision can be made. Others are simply automatic. Here are some kinds of decisions you make:

A

Decisions not under your control—those made by others.

B

Automatic decisions—the ones you don't think about before deciding.

C

Decisions you occasionally think about beforehand.

D

Decisions you think about but don't study or investigate beforehand.

E

Decisions you study, think about a little, and ask others about before deciding.

F

Decisions you study and think a lot about before deciding; you ask others questions and read about them before deciding.

Directions:

The following table lists 14 decisions typically faced by most people. How would you make each of them?

Use the code letters (A B C D E F). If the decision isn't appropriate for you, leave it blank.

Decisions

1. To get up in the morning.
2. To tell the truth.
3. To criticize a friend behind his/her back.
4. To take a summer job.
5. What to eat and when.
6. To do your homework.
7. To go to school.
8. What movie to see.
9. To use alcohol or other drugs.
10. Where to dispose of waste paper.
11. To report cheating to the teacher.
12. To stop at a stop sign.
13. What instrument to play.
14. To smoke cigarettes.

Influence

I'VE GOT ENOUGH TO BUY THAT NEW "BIRDS" ALBUM.
WHY NOT GET THE NEW CUT BY THE "LIZARDS" THEY'RE THE BEST_
... GIVE ME THE LATEST "LIZARDS" ALBUM...

Who Influences You?

Has anybody ever caused you to do something without ordering or forcing you to do it? Answer carefully.

You may think that the answer to that question is no, but if you do, you are almost certainly wrong!

People *do* cause others to do things without force. It happens every day. And it even happens to you. The way it happens is called *influence.*

No matter how independent you are or how able you are to make your own decisions, you are still influenced in some ways by other people.

For example:

- The good looking guy in the T.V. commercial says your hair will look great if you use Peach Cloud shampoo. Next time you need some shampoo, you buy Peach Cloud.

- All of your friends are wearing a certain kind of shoe. The next time you are in a store that sells shoes, you buy a pair.

- A particular candidate for class president says more things that you like than any of the other candidates. On election day, you vote for her.

- You do something that your friends urge you to do, even though you think it is wrong.

Influences can cause you to:
—imitate someone.
—buy a product.
—think a certain way.
—behave a certain way.
—look a certain way.

To what extent do certain people influence you? On the scales at the right, rate the people named according to how much they influence you—1 is low influence, 5 is high influence. Before you decide, look again at the definition of influence.

Rating Scales

- a special friend your age

1 |—|—|—|—| 5

- a favorite singer/musician

1 |—|—|—|—| 5

- a famous athlete

1 |—|—|—|—| 5

- a favorite teacher

1 |—|—|—|—| 5

- an older friend

1 |—|—|—|—| 5

- a movie or T.V. actor or actress

1 |—|—|—|—| 5

- a political leader

1 |—|—|—|—| 5

- a minister, priest, or rabbi

1 |—|—|—|—| 5

- a special adult friend

1 |—|—|—|—| 5

- your parent(s)

1 |—|—|—|—| 5

The Informed Decision

WHAT WE NEED IS A GOOD PLAN.
WHAT WE NEED IS A GREAT PLAN...

Knowing What to Know

Decisions are based on what you know *and* what you want. People make different decisions because they have different values (wants) and because they possess different information.

What you *know* is determined by the information you *have* and the information you *collect*. After you have collected information and evaluated it, you can better judge the degree of risk involved in various decisions you might make. And you can predict more accurately your chances of achieving the outcome you desire.

Here are four kinds of mistakes commonly made by people when they gather information before making a decision. *Have you made some of these mistakes? Have your friends? Can you think of other examples?*

A. Not knowing alternatives.

1. Susan does not apply for a scholarship because she doesn't know it exists.
2. Eric's dad pays $620 for a T.V. because he doesn't know that the same set sells for $549 at another store.

B. Not knowing possible outcomes.

1. Lee decides to take a cold medicine without knowing its side effects, gets drowsy, and falls asleep in class.
2. Sandra goes to college in another state without considering how much she will miss her family and friends.

C. Misinterpreting the importance of information.

1. Celia misses the student council meeting because she hears a rumor that it has been canceled.
2. Ross decides to buy an old car because the owner, who is a stranger to him, says it is in good condition.

D. Collecting useless, irrelevant information.

1. Alex collects information about software programs that are not compatible with his computer.
2. Jose decides to become a real estate agent based on career information that is obsolete.
3. Marla spends several hours talking to salespeople about cars that are out of her price range.

All Dressed Up

Peer pressure comes in many styles and disguises. It can be:

- friendly
- teasing
- intimidating
- guilt-producing
- humiliating
- verbally abusive
- demanding
- bribing
- threatening
- physically menacing

What style of peer pressure do you recognize in each of these statements?

"I'll take out the trash for a week if you'll..."
Style:

"If you know what's good for you, you'll..."
Style:

"If you were really my friend, you'd..."
Style:

"Come on, be a pal and ..."
Style:

"If you don't do it, I'll tell Mom."
Style:

"It's okay, we all know you can't handle your liquor."
Style:

"Only a wimpy, blubber-faced loser like you would refuse this stuff."
Style:

Ways to Say No

1. Say no. Clearly, flatly, confidently.
2. Say no and give a reason. "No thanks. Drinking is bad for me and makes me look stupid."
3. Say no and suggest something else to do. "No thanks. I'm hungry. Want to go for a pizza?"
4. Say no and leave. "No thanks. See you around."

Ways To Be Convincing

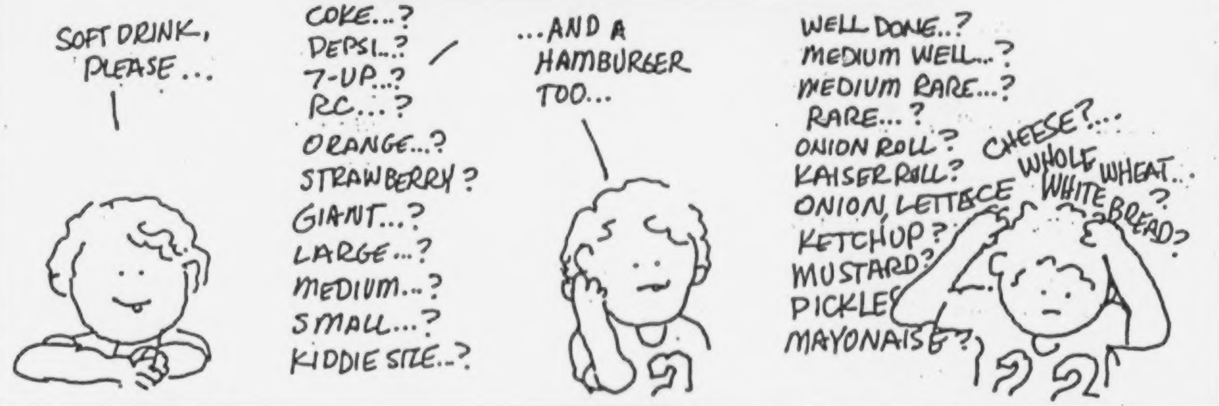
- Always respond to peer pressure assertively. When pressured in a friendly way, remember that you too can be friendly—even humorous—yet assertive at the same time.
- Use appropriate voice and body language.
    1. Maintain good posture.
    2. Establish eye contact.
    3. Let your facial expression project calm confidence.
    4. Speak clearly, in a firm, steady voice.
    5. Be definite. Don't say, "I probably shouldn't" or "I don't think so."
    6. Avoid debate. If your first two or three refusals are ignored, get away. Don't put up with attempts to persuade.
- When you say no and give a reason, use only a few words. Don't spend a lot of time explaining yourself. Remember, you have a right to make your own decisions.
- When pressure is intimidating or menacing, don't waste time arguing or talking. Leave the scene as quickly as possible. If you think you are in danger, find someone who can help you.

Try It!

One of your best friends has gradually stopped calling and coming over. Lately, when you see this friend at school, he or she is with a group of kids you don't know. You decide to stop by your friend's house one afternoon to see what's up. Your friend seems happy to see you, and invites you upstairs to his or her room where you encounter several members of the new group sitting around smoking dope and drinking beer. Your friend teasingly invites you to "relax, for once" and join them. **What do you say?**

What do you do?

Decisions, Decisions


SOFT DRINK, PLEASE...
COKE...?
PEPSI...?
7-UP...?
RC...?
ORANGE...?
STRAWBERRY?
GIANT...?
LARGE...?
MEDIUM...?
SMALL...?
KIDDIE SIZE...?
...AND A HAMBURGER TOO...
WELL DONE...?
MEDIUM WELL...?
MEDIUM RARE...?
RARE...?
ONION ROLL?
KAISER ROLL?
ONION, LETTUCE
KETCHUP?
MUSTARD?
PICKLE?
MAYONAISE?
CHEESE?...
WHOLE WHEAT...?
WHITE BREAD?

Small

Already today, you've made lots of decisions. You probably chose what to wear to school, how to comb your hair, and what you wanted to eat. These may not seem like big, important decisions, but they are still decisions. See if you can list five other small decisions you've made today:

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

Big

Think of a big decision that you were aware of a person making recently. Briefly describe the decision here :

____

____

Do you think you would have made the same decision if you were that person? *Why?*

____

____

____

Describe a big decision you once made that had a good outcome:

____

____

Describe a big decision you once made that had a bad outcome:

____

____

____

Risky

Decision-making usually involves risk. Sometimes people get frustrated or scared about making a decision because they don't know what will happen after they decide. Describe a time when you faced making a risky decision:

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

RANK ORDER DECISIONS

Directions: Read each question and the three choices for answers. Decide which answer you would prefer. Put the number "1" on that line. Then put the number "2" on your second choice and the number "3" on your third choice.

1. If you won $1,000 in a contest, what would you do with it?
   _____ save it.
   _____ buy things you always wanted
   _____ give it to a charitable organization

2. Which is a friend's most important characteristic?
   _____ honesty
   _____ loyalty
   _____ unselfishness

3. Where would you rather be on a Saturday afternoon?
   _____ in the mall
   _____ at a sports event
   _____ in a movie

4. If you were ill, which would you least like to have?
   _____ a heart disorder
   _____ AIDS
   _____ cancer

5. Which would you like to do most?
   _____ hang-glide
   _____ read a book
   _____ ride a horse

6. Which vacation would you rather have?
   _____ a week at the beach
   _____ hike a trail in the mountains
   _____ ski at a resort

7. Which type of video would you rather watch?
   _____ science-fiction
   _____ comedy
   _____ horror

8. Which subject in school do you like most?
   _____ math
   _____ science
   _____ English

9. Which do you like best?
   _____ strawberry shortcake
   _____ apple pie
   _____ chocolate cake

10. Which would you rather have happen if your friend does not like a birthday gift you have given to him/her?
    _____ tell you
    _____ say nothing and keep the gift
    _____ say nothing and return the gift

11. Which would you like to be most?
    _____ a pilot
    _____ the President of the United States
    _____ a rock star

12. How do you have the most fun?
    _____ alone
    _____ with a few friends
    _____ with a large group of people

13. What would you do if your friend had bad breath?
    _____ say nothing
    _____ tell him/her
    _____ send him/her a mouthwash ad

14. Which is your favorite kind of teacher?
    _____ strict and fair
    _____ easy-going and fair
    _____ sometimes strict/sometimes easy-going and fair

15. If you receive a poor grade on a test do you think about
    _____ what your teacher will think of you
    _____ what your parents will say
    _____ what you didn't learn in class

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Teacher

CARRYING OUT MY DECISION

Feeling Peer Pressure

Objective:

- To demonstrate how peer pressure can influence the decisions we make

Activities:

1. It sometimes takes courage and determination to carry out our decision—especially when it will make us unpopular. To demonstrate some feelings we may experience under pressure:
   a. Put a long strip of masking tape on the floor. It will help identify the degree of commitment we will make to a decision.

(masking tape)

10	5	1
feel strongly *for* the issue		feel strongly *against* the issue

   b. Now, ask a student to "take a stand" on an issue. For example:
      (1) A woman should be able to hold *any* job a man can hold in the workplace.
      (2) Boxing should be outlawed because of the damage it can do to a man.

   The student will stand on that part of the masking tape line that indicates his or her position on the issue.

   c. The rest of the class will try to "pressure" that student to change his/her mind by offering arguments or promises. Encourage them to be persistent.
   d. Discuss the experience when the activity is completed.
      Did the decision-maker change his/her mind?
      How did it feel to be under so much pressure?
      How did those giving the pressure feel?

Session II - How To Make A Decision

I. Introduction
  A. Ask students the following questions:
    1. How do people make decisions?
      a. Guess
      b. Go with the first thing that comes to mind
      c. Ask others for advice
      d. Ask others to make decisions for them
      e. Procrastinate
      f. Just not make decisions
      g. Follow actions of others
      h. Use a decision-making process
  B. Tell students that today we are going to learn and use the decision-making process.
    1. Define: decision-making process - it is an approach used to make decisions by explaining all possible solutions before choosing the best one.
    2. This process is a good tool to have in reserve when trying to make difficult decisions. It allows you to think each step through carefully.

II. Six Decision-Making Steps
  A. Discuss **STEPS TO GOOD DECISION MAKING**. Introduce them to the star model.

III. Using the Decision-Making Process
  A. Do the activity **"FORCED CHOICES"**. Read directions and select 3 or 4 statements for which students must make a choice. See Teacher Key.
  B. Complete **INDIVIDUAL DECISION MAKING SITUATIONS**.
  C. Do **SPLIT DECISIONS**.
  D. Complete **THE WALLET**.

IV. Summary
  Summarize the six steps in making good decisions.

STOP: Check out the scene; remind yourself to think before acting.

THINK: Become aware of the choices and consider the consequences.

ACT: Choose the best alternative and act on it.

REVIEW: Decide whether the action has helped or hurt.

Steps to Good Decision Making

Several models, some more complicated than others, have been developed to teach and/or strengthen decision-making and problem-solving skills. For example, a model used with younger students, the STAR model (Brooks and Paull, 1991), includes the steps: **STOP** (check out the scene, remind yourself to think before acting), **THINK** (become aware of the choices and consider the consequences), **ACT** (choose the best alternative and act on it), and **REVIEW** (decide whether the action has helped or hurt).

More complex models include steps to examine internal and external influences on decisions and identify individuals who can help. The following six steps are drawn from a wide variety of models.

Define the Problem

Identifying the problem to be solved, the decision to be made or the goal to be reached is the first step in the decision-making process. State the problem as clearly as possible.

Does the problem have more than one part? If so, sometimes it is easier to solve each part separately. Explaining the situation out loud to someone else sometimes helps one understand the problem better.

Whose problem is it? Sometimes people attempt to solve problems that are not theirs. On the other hand, it is important that students begin to take responsibility for decisions that may affect their lives or futures.

Gather Information

Gather all information and important facts about the situation. This fact-finding step may include going to the library to read about specific topics, talking to friends or significant adults about their experiences and/or opinions, examining similar personal experiences, attending meetings and talking to experts.

Group the facts in an order that makes sense. Be aware of the possible influences on the decision (e.g., friends, parents, personal values). List all obstacles that may affect the decision (e.g., cost, availability). List the people who can support the decision once it is made.

List Possible Solutions

At this point, list every possible option without making a judgment about whether or not it will work. Be careful not to rush this step. Rarely are the choices simple. For example, a young person who is being pressured by a friend to try marijuana, might suggest something else, leave, argue with the friend, pretend to smoke the marijuana or say no.

List Consequences of Each Solution

For each possible solution, list the short- and long-term consequences, both negative and positive. Be sure to consider the consequences to others as well as personal and family values. A decision that has positive short-term consequences for one person may have negative consequences for someone else. If necessary, talk to friends, older brothers and sisters, teachers or counselors to help sort through the possible consequences.

Choose the Best Solution and Try It Out

Evaluate all the information gathered and choose the best solution based on personal knowledge, skills, experiences, values and goals.

Evaluate the Decision

After the solution is tried, evaluate the consequences to see if they were predicted. See if the benefits of the decision outweigh the costs. For example, does the short-term benefit of drinking alcohol (getting high and having fun) outweigh the long-term cost (getting lower grades and not going to college). Does the benefit of cutting class (time off from school) outweigh the long-term cost (getting in trouble with parents and teachers).

If the solution doesn't seem to work, try another. If no solution seems right, go back to the fact-finding step (gathering information). Remember that what is learned by making one decision and examining the positive and negative consequences of that decision can be applied to future decisions.

Teacher

FORCED CHOICES

DIRECTIONS: In this activity, everyone begins by standing in the middle of the room. Each statement will be read to you. Tink about your opinion on each statement. On each side of the room, a sign has been posted. On one side is the sign, "AGREE" and on the other side of room is the sign "DISAGREE". When you have heard the statement and made your decision, move to the appropriate side of the room. If you are not sure, stay in the middle, which means you are "undecided."

CAUTION: Do no let others influence your decision to act. Once you have made your original decision, reasons some people may give for choosing a side can influence you to move to the other side. You may do so if you believe this change is right.

STATEMENTS:

1. When your friends think you are wrong, it is hard to believe you are right.

2. People should be put in jail who drive cars under the influence of alcohol/drugs.

3. People are judged by the clothes they wear.

4. The most popular people are the people with a lot of money.

5. Giving compliments to people is easier than getting them.

6. People should not get married unless they plan to have children.

7. Marijuana is worse than alcohol.

8. Everyone in a family should have a right to be heard by the other members.

9. Parents live in their own world and don't understand the way their kids feel.

10. Giving to others is better than getting things yourself.

Teacher

ACTIVITY EXPLANATION: After students have taken stands (made their forced choices), ask a few students each time why they made the choice they did. After the last statement to make a "forced choice," ask the students in a general discussion the following questions to process the activity:

1. Which were the hardest statements for you to take a stand?

2. Which statements were easiest to take a stand?

3. Did you agree with your friends every time?

4. Did you change your mind because of an opinion someone else had?

5. Did this exercise help you in standing up for your values regardless of peer pressure?

Individual Decision-Making Situations

Directions: Here are some experiences you may have already had or may experience someday. In each case put an X beside the choice that you think is the best thing to do.

Then compare your answers with those of others in your group. Try to reach a consensus on any one of the situations if time allows.

A

One of your friends is rude and unkind to another student. Would you:

☐ tell your friend you don't like what he/she is doing?

☐ join your friend in being rude to this student?

☐ pay no attention to either student?

☐ do what you can to make the other student feel better?

☐ find a way to make your friend realize his/her mistake?

☐ other? Explain:

B

You see a friend bullying one of your classmates. What do you do?

☐ help your friend out by joining in on picking on your classmate?

☐ report your friend's actions to your principal, teacher, or some other adult?

☐ ignore the situation?

☐ try to stop your friend by talking to him/her?

☐ try to stop your friend by force?

☐ other? Explain:

C

If all of a sudden your friends started excluding you from their activities, what would you do?

☐ try to think what you did and try to correct the misunderstanding?

☐ find ways to get even and spoil their fun whenever you can?

☐ form a new group of friends that will be unfriendly to the first?

☐ quietly find new friends to do things with?

☐ pretend it doesn't bother you?

☐ other? Explain:

D

A girl or boy from your class seems to be alone and without friends. What can you do?

☐ find ways to bring him/her into your own group?

☐ make a point of being friendly?

☐ try to understand why he/she has no friends?

☐ ask an adult you can trust how you can help this person?

☐ shrug off any thought of helping, saying "I have my own problems."

☐ other? Explain:

Split Decisions

Directions: Here are some situations we all face from time to time that require split decisions. Read each problem and rate the decision made to solve the problem. Circle your choice and write a reason for your rating of the decision.

Situation	Decision Rating	Reason for Rating
Sally was late for school and didn't have time to walk. So she rode her brother's new bike. Halfway there she met a friend who asked if he could try riding the bike around the block just to try it out. After thinking, Sally said, "Yes, go ahead."	Good Fair Poor	
John had a doctor appointment after school at 4:00 p.m. His mother told him to come right home from school. On his way home he realized he had forgotten his homework that was due the next day. He knew if he went back he'd be late for his appointment, so he decided to go home.	Good Fair Poor	
Karen's mother gave her money to buy lunch tickets for the week. Karen had been trying for weeks to earn enough money to buy a record album she wanted, but couldn't. After thinking about it, she decided to spend the money on the record album and go hungry for the week.	Good Fair Poor	
Bill wanted to go to the movie "E. T." with his friends, but he had an hour's worth of chores left to do around the house, and his friends were leaving in 20 minutes. Since his folks were gone, Bill did whatever he could in those few minutes and then went to the show with his friends.	Good Fair Poor	

The Wallet

On Monday, Carol was walking home from school dreaming about a new ten-speed bike. What a breeze it would be getting to and from school on a new bike! She kicked an object on the ground. "Hey," she said to herself, "it's a wallet!" Carol remembered what her mother had always said: "Leave things alone which don't belong to you." Carol, however, was curious about the wallet.

Carol stooped over and picked up the wallet. She opened it and found five twenty-dollar bills and several credit cards. Here was the answer to her dreams! But should she really keep the wallet?

Below are eight choices for Carol. Place a *1* beside the best choice, and *2* by the next best, continuing until you have numbered them all.

______ Hide the wallet nearby until you can decide what to do.

______ Call a police officer. Ask the police officer to take the wallet.

______ Take the wallet home and tell your parents you found it.

______ Leave the wallet on the sidewalk and hope the person who lost it will come back and find it.

______ Find the name of the owner in the wallet and call him or her on the phone.

______ Keep the money and throw the wallet in a trash can.

______ Go through the neighborhood and ask people if they know to whom the wallet belongs.

______ Take the wallet home and tell your parents a friend gave it to you.

Explain why you think your number 1 choice is best.

DECISION-MAKING SKILLS - A

Session III - Foundation To Good Decisions

I. Introduction

- A. Determining RESPONSIBILITY of Problems

  In this lesson we will focus on "Who Owns the Problem". An essential ingredient in decision making is "RESPONSIBILITY".
  1. Ask students to define responsibility. Discuss RESPONSIBILITY. Ask students, "What is this handout saying?" Tell students that in this lesson responsibility means taking ownership of one's feelings and alternative actions. For example, when you say, "You make me angry!" You pass the responsibility for your anger on to someone else.
  2. By refusing to accept ownership of your feelings, you contribute to your own sense of helplessness.
  3. When we take ownership of alternatives and feelings, we can follow through on the decision we choose to make. Our behavior is no longer controlled by others, and we become increasingly self-controlled.
  4. Complete Worksheet TAKING RESPONSIBILITY.

II. Are You in Control?

- A. Discuss CONTROL CHART
  1. Ask students for examples of things they can and cannot control.
  2. Give this example: If your parents are getting a divorce and you are having some problems as a result, you cannot control the fact that your parents are getting a divorce, but you can control your reaction to aspects of the problem. You can make decisions about the parts of the problem that affect you.
- B. Discuss the two types of control:
  1. Internal - the perception that we control the outcomes of our decisions and actions. (in)
  2. External - the perception that we are powerless to control the outcomes of our decisions and actions. (out)
     - a. Example of internal: If you hit someone's car because you were fiddling around with your stereo.
     - b. Example of external: If someone hits your car while you are stopped at a stop sign.
- C. Do worksheet INTERNAL OR EXTERNAL.

III. How Values Affect Decision Making

- A. Define Values: standards which guide a person's actions, attitudes, judgments and direction to everything a person does.
  1. Emphasize that values are those things people believe in - the things they are for or against.
  2. Values are those things that are important, that have worth and are based on a person's background, cultures and religion.
- B. Ask students to think and share some of their values. Ask them why they are important? Have they chosen their values freely or have their values been influenced by others and do their values change?
- C. Do THINGS WORTH FIGHTING FOR.
- D. Do worksheet STRUGGLING. See Teacher Key.

E. If time permits, discuss **KNOW WHERE YOU'RE GOING.**

IV. How Consequences Affect Decision-Making
- A. Ask students to define ramifications or consequences. Defined: a result of an action, process, etc. outcome; effect.
- B. Predicting outcomes or figuring out what might happen if certain actions are taken, is an important part of the decision making process. Students can consider short-and-long term consequences of their decisions on their future.
- C. Behavior has not only causes, but also consequences, for one self and others. These consequences are of two kinds:
  1. Immediate Consequences - the immediate effects of an action or decision on oneself and others. For example, the immediate effects of speaking harshly to someone may hurt someone and the anger produced in that person may have immediate consequences for you. Ask students to brainstorm for consequences.
  2. Remote Consequences - the effects that are not readily visible or known. For example, in the above situation, the remote effect may be that you lose a friend or make an enemy.
- E. Discuss **WHAT WOULD HAPPEN IF...**

IV. Summary
- A. Reinforce how our values play an important role in decision making.
- B. Tell students whatever decision they choose, consequences will follow.

Responsibility

◆

We are
responsible
for the
outcome
of our
behavior.

Taking Responsibility

An important part of growing up is taking responsibility. Look at the situations below and check the column that tells how often you take responsibility in each situation.

	All the Time	Most of the Time	Sometimes	Never
1. If I walk in the house and see mud tracked on the floor, I clean it up.	____	____	____	____
2. I do my homework without being told.	____	____	____	____
3. I keep my room clean.	____	____	____	____
4. When I see the garbage can is full, I take it out.	____	____	____	____
5. If the lawn needs mowing, I cut the grass.	____	____	____	____
6. If I see my father or mother working at something, I will help without being asked.	____	____	____	____
7. If I see some trash in our yard, I will pick it up.	____	____	____	____
8. If I see someone has dropped something and failed to notice, I will call it to that person's attention.	____	____	____	____
9. If I find something which has been lost, I will try to see that it is returned to its owner.	____	____	____	____
10. If I find something which is not in its proper place, I will put it where it belongs.	____	____	____	____

(continued)

Taking Responsibility *(continued)*

	All the Time	Most of the Time	Sometimes	Never
11. If a friend is in trouble for something he didn't do, I will come to his defense.				
12. If I have told my parents I will be home at a specific time, I will be on time.				
13. If I promised a friend I would do something for her, I will keep my word.				
14. If my teacher has given me an assignment to do, I will have it completed on time.				
15. If I see someone trying to open a door with both arms loaded with packages, I will open the door for the person.				

What do these answers say about your willingness to take responsibility?

____

____

Do you have more marks in the first two columns (all or most of the time) than you have in the last two columns (sometimes or never)?

____

____

After looking at those things which you seldom do, which three areas do you think you might be able to improve in the near future?

____

____

Control Chart

Students Cannot Control	*Students Can Control*
school rules	whether to follow the rules
dress code	what they wear
criteria for honor society	how much they study
requirements for graduation	what courses they take
architectural barriers for the disabled	whether they write a letter of complaint or not

Internal or External

Directions: Read the following examples of situations in which control is either internal or external. Then identify the remaining situations as either ***Internal*** or ***External***.

Examples

Internal	*External*
You got an "A" on a test because you studied before taking it.	You got an "A" on a test because you were lucky.
You overslept because you forgot to set your alarm.	You overslept because your alarm clock broke during the night.
You did your chores around the house because you are part of a family and you feel good about doing your part.	You did your chores around the house because your parent threatened to ground you if you didn't.
You got caught smoking because you weren't careful.	You got caught smoking because the teacher had it in for you.
You got pregnant because you didn't use protection.	You got pregnant because you are very unlucky.

1. You turned in a wallet with $50 in it because you believed it was the right thing to do. ________________
2. You turned in a wallet with $50 in it because your teacher said you had to. ________________
3. A favorite sports team lost even though you cheered it on. ________________
4. You lost a tennis match because you did not practice. ________________

Things Worth Fighting For

We all know that it is sometimes best to ignore little problems. We also know that there are some important problems that we cannot ignore. We must do something about them. Which of the following problems would you probably ignore? Explain your answers.

1. The man next door beats his dog quite often. What would you do?

   ____ Ignore it. ____ Do something about it.

   Explain your answer. ________________________________

2. The three-year-old next door can't find her toy. What would you do?

   ____ Ignore it. ____ Do something about it.

   Explain your answer. ________________________________

3. The baby across the street is choking and crying. What would you do?

   ____ Ignore it. ____ Do something about it.

   Explain your answer. ________________________________

4. A small boy is picking flowers from a garden that doesn't belong to his family. What would you do?

   ____ Ignore it. ____ Do something about it.

   Explain your answer. ________________________________

5. Some older children are teasing their younger brothers and sisters. What would you do?

   ____ Ignore it. ____ Do something about it.

   Explain your answer. ________________________________

6. A neighborhood girl took three cents off the counter in your kitchen when your mom was not looking. What would you do?

   ____ Ignore it. ____ Do something about it.

   Explain your answer. ________________________________

In looking over your answers, did you tend to ignore those situations in which a person or animal might lose its life or suffer serious injury?

____ Yes ____ No

Struggling

1

Check what you believe about the following subjects:

	RIGHT	WRONG
stealing:	☐	☐
attending church:	☐	☐
talking to your parents about problems:	☐	☐
doing drugs:	☐	☐

2

When you believe something is wrong and you do it anyway . . .

How do you feel? ______________________________

____

Why do you think you do it anyway? ______________________________

____

3

Complete the following sentence with the ending most appropriate for you:

I am able to live the way I should ______________________________.

all of the time. **most of the time.** **some of the time.** **none of the time.**

4

Bill knew he shouldn't have cheated on the exam. And this wasn't the first time he had cheated, either. And maybe it won't be the last. Even so, he felt funny about it. It wasn't as if he'd really cheated, since Todd let him look at his answers. Bill concludes what he did wasn't so bad after all, since everybody else does it anyway and nobody is perfect all the time.

What do you think of Bill's behavior? ______________________________

____

Why did Bill make excuses for what he did? ______________________________

____

What would you do if you were in Bill's situation? ______________________________

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Teacher

Date Used: ____________________

Group: ____________________

STRUGGLING

Topic: Values and behavior

Purpose of this Session:

Adolescence is the time in one's life when there is usually the greatest inconsistency between what one believes and what one does. This TalkSheet is designed to help you discuss the struggles junior high students face as they try to live with their values. It should be used only with a group that interacts well as it requires a deep level of sharing and concern.

To Introduce the Topic:

Have a game of tug-o'-war. This can be done without a rope, if you have the boys sit with their arms and legs locked and let the girls try to pull them apart. Follow this game with the comment, "Trying to live according to our beliefs is a lot like a tug-o'-war. It's a real struggle — as if you are being pulled in two directions. That's what our discussion will be about." Then distribute the TalkSheets.

The Discussion:

Item #1: Have the students share their beliefs on these items. Add others if you wish. Make the point people may believe something but not live it. Ask them which of these beliefs is the most difficult to live. Ask "Can you really believe in something if you don't live it?" Be careful not to ladle a lot of guilt here. Assure them it is normal to believe strongly in something and not be able to live it consistently.

Item #2: Most of the young people will probably say they feel guilty. Point out guilt was designed by God to bring our behavior in line with our values. Explore the "why" question and don't let them get away with "I don't know".

Item #3: Ask if anyone checked "All of the time". If they did, they must believe telling lies is permissable, because they just told one. No one is perfect. We all fail. None of us should be able to live our values and beliefs "none of the time", but our goal should be to live them "most of the time". With God's help, we can.

Item #4: Discuss this "Tension Getter", and ask the students to rank Bill's actions on a scale of 1 to 10, 10 being the best. Most of them will choose a number somewhere in between. Point out life is rarely divided into neat categories, where all our decisions are either black or white, a one or a ten. Sometimes they fall in the middle. We are all a mixture of good and bad and most of life is lived in the grey area. The important thing is to make the wisest decisions possible and to make an attempt to live as we know we should, to the best of our ability. Rationalizing our behavior is not the way, as Bill seems to have done. Ask the students to describe any similar situations they have experienced and what they did.

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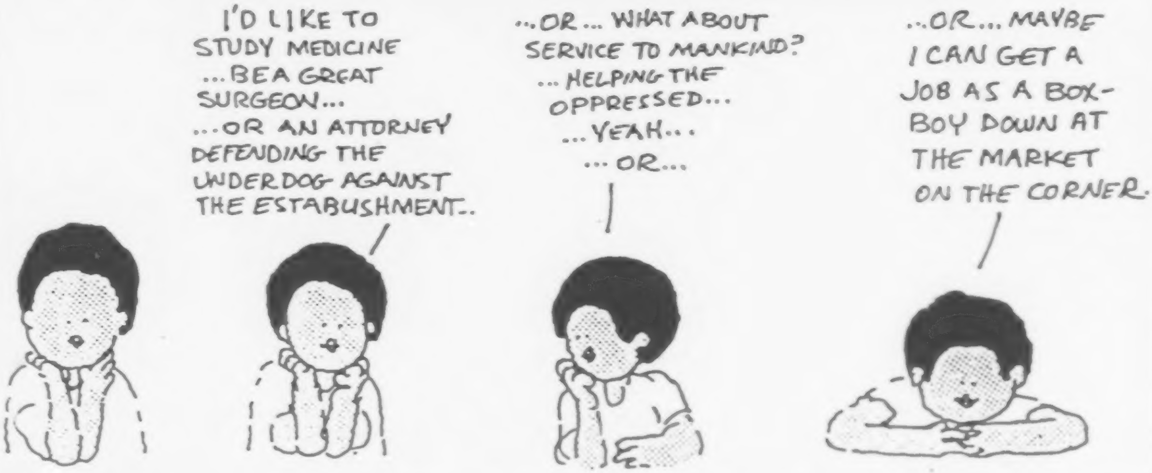
Know Where You're Going


I'D LIKE TO STUDY MEDICINE ...BE A GREAT SURGEON... ...OR AN ATTORNEY DEFENDING THE UNDERDOG AGAINST THE ESTABLISHMENT..
...OR... WHAT ABOUT SERVICE TO MANKIND? ...HELPING THE OPPRESSED... ...YEAH... ...OR...
...OR... MAYBE I CAN GET A JOB AS A BOX-BOY DOWN AT THE MARKET ON THE CORNER.

When Alice in Wonderland was trying to decide which way to go in the wood, she asked the Cheshire Cat:

> "Would you tell me, please, which way I ought to go from here?"
>
> "That depends a good deal on where you want to get to," said the Cat.
>
> "I don't much care where—" said Alice.
>
> "Then it doesn't matter which way you go," said the Cat.

If you don't know where you're going, then it really doesn't matter which choice you make. However, if you *do* know where you're going, then what you decide matters very much.

Decision-making has been described as using what you know to get what you want. This means you must know what you want. Strangely enough, many people are not sure what they want. It is not always easy to say what you value. Values change, and sometimes they conflict.

Do you know what you want?

What Would You Do If...

- **You were the President of the United States**
- **You were given $1,000,000.**
- **You could do anything you wanted for one year.**

What Would Happen If...

For each action listed below, describe what would happen.

What would happen if you...	Outcome
didn't do your homework	
did everything you were told	
didn't eat a balanced diet	
got a job after school	
cut class	
dropped out of school	
got caught shoplifting	
ran away from home	
told your boyfriend/girlfriend you aren't ready for sex	
had sex with your boyfriend/girlfriend	
got pregnant/got your girlfriend pregnant	
smoked cigarettes	
got caught smoking marijuana	

DECISION-MAKING SKILLS - A

Session IV - Problem Solving and Disagreement Resolution

I. Introduction
   A. Point out that in making any decision, you should balance the PRO's and CON's of each before taking action.
   B. An example to discuss: Whether or not to go to a party when you know alcohol and drugs will be available.

II. How to Resolve Disagreements
   A. Ask students the following questions:
      1. How do they solve disagreements with other individuals? Allow students to share some experiences.
      2. Is it easy to solve disagreements? Why? Why not?
      3. Why do we have disagreements with others? Emphasize that disagreements are a part of everyone's lives. Ask them if they agree with everything their parents, teachers, friends, sister, brother, etc. present? There answer should be NO! We all have our own ideas and values, and no two people are the same. If a person says they never have disagreements, they have some problem area in their personal development.
   B. Discuss **MANAGING CONFLICT**.
   C. Discuss **THREE KINDS OF CONFLICT**. Emphasize that WIN-WIN strategies are best for everyone concerned.
   D. Complete **DETERMINING YOUR STYLE OF CONFLICT RESOLUTION**.

III. Problem Solving Strategies
   A. Complete **SOLVING PROBLEMS**.

IV. Applying Strategies to Situations
   A. Complete **WHAT WOULD YOU DO IF?**
   B. Discuss **NASA'S BIG DECISION**.
      If time, do individually and in groups.

V. Summary
   A. Emphasize again that disagreements are a part of life and we are all faced with them. What's important is how we handle them. A positive attitude is always very important and it will allow the process to move smoothly. If negative attitudes are present, the **WIN-WIN** process will definitely not work.
   B. You and the individual in disagreement must agree to meet on common ground. You must be willing to work together to solve your disagreement. It takes two!

Managing Conflict

...AND WHEN SHE SAID THAT... ...WELL... IT WAS JUST TOO MUCH...
OH YEAH?
WELL I THINK YOU'RE BOTH A LITTLE WRONG
HEY! WHO ASKED YOU
YEAH!
COME ON... SOME PEOPLE DON'T KNOW WHEN TO MIND THEIR OWN BUSINESS...
YEAH!

Good Conflicts...

Everybody gets involved in an argument or fight now and then. Conflict is normal.

Think back to conflicts you've gotten into. Some may have been necessary, maybe even helpful. Others were probably terrible events that you hate to think about now. ***What makes you feel good about some conflicts and bad about others?***

"Good" conflicts allow people to deal with things that are bothering them. They clear the air and give everyone a new start. After these kinds of conflicts are over, people usually end up feeling okay. "Bad" conflicts may also clear the air. But they usually leave people feeling bad about the other person, themselves, and the relationship.

Think of a time when you got into a conflict and it turned out well. *How did the conflict start?*

____

____

____

What did your opponent in the conflict want? ______________

____

____

What did you want?

____

____

How was the conflict resolved?

____

____

____

...and Bad

Think of a time when you were involved in a conflict and it turned out poorly. *How did the conflict start?*

____

____

____

What did your opponent want? ______________

____

____

What did you want?

____

____

How was the result?

____

____

____

Three Kinds of Conflict

1.
LOSE-LOSE

What Happens:
- Physical or verbal violence on the part of both parties.

Results:
- Bodies and/or feelings get hurt.
- Things are worse than they were at first.
- Both people disrespect each other.
- Both people disrespect themselves.

2.
WIN-LOSE

What Happens:
- One person uses physical or verbal violence.
- The other person gives in or runs away.

Results:
- One person gets hurt and the other gets his or her way.
- Both people disrespect each other.
- Both people disrespect themselves.

3.
WIN-WIN

What Happens:
- No one attacks anyone else in a physical or verbal way.
- Each person states his or her feelings and thoughts about the disagreement.
- Each person lets the other know that he or she is listening.
- Suggestions for settling the disagreement are offered and one is mutually agreed upon.

Results:
- No one is badly hurt.
- The disagreement is settled, often through compromise.
- Both people respect each other.
- Both people respect themselves.

When you are in a conflict (or about to be in one), there are several things that you can do to help the conflict follow the WIN-WIN course shown on the chart. These things are called *strategies*. Conflict management strategies are discussed in a separate activity sheet. For now, let's look at three fairly common responses to conflict that usually *make things worse*.

Violence. Physical violence (hurting someone's body) or verbal violence (hurting someone's feelings) destroys relationships and rarely deals with the real problem. If someone is about to murder you, then you may have to be violent in return to protect yourself. But 99 percent of the time, physical or verbal violence is not the answer.

Flight. You can physically run or hide from a conflict, or you can "cop out" by failing to stand up for yourself. Either way, you lose both self-respect and the respect of your opponent. And while you are hiding, the conflict is still there, so nothing gets resolved.

Telling. Also known as squealing or tattling, telling usually just makes your opponent madder and the conflict worse. Telling on your opponent is not the same as asking for help. When you ask for help, you are looking for a solution. When you tell on your opponent, you are trying to get him or her in trouble. Note: *Always* go for help if you think you are in danger.

Determining Your Style of Conflict Resolution

The following questionnaire will give you an opportunity to analyze your style of conflict resolution. Although your style may vary from one situation to another, this activity will give you an indication of how you most often choose to solve your conflicts.

Directions:

Read the following situations and decide which way you would choose to solve the conflict by placing a 1 next to the way you **would** choose first, a 2 next to the way you **would** choose second, and so on. There are no right or wrong answers. Be sure to mark them the way you **would** choose, not the way you **should** choose.

Situation:

Nancy has been spreading rumors around the school about you. You've been good friends with her for years and are very hurt that she's telling lies about you.

☐ 1. You ignore Nancy and decide not to bring up the topic when she talks to you.

☐ 2. You sit down with Nancy and ask her why she's spreading rumors. She tells you it's because of something you did. Although you don't agree with her, you both try to give a little to mend the hard feelings.

☐ 3. You whine and complain about how mean Nancy is to you until Nancy comes over to you and apologizes.

☐ 4. You decide that next time you see Nancy you'll be extra nice to her and invite her over to your house so that she'll be nicer to you.

☐ 5. You and Nancy talk about what caused the hard feelings and set down several things that you both are going to do next time so misunderstandings like this don't happen again.

Situation:

You've played basketball since second grade and think you're pretty good. But the varsity basketball coach is making you sit on the bench for most of the games.

☐ 6. You ask the coach why you aren't playing more, and the two of you decide what needs to be done so you can play more.

☐ 7. You change the subject every time your parents ask you why you aren't playing more during games.

☐ 8. You complain to the Athletic Director that your coach is unfair and should be fired because he chooses favorites to play.

☐ 9. You ask the coach if he'll let you play more the next game since you practiced extra hours at home this week.

☐ 10. You help the coach put away all the equipment after the game and offer to figure out all the statistics for the game even though you didn't play.

Determining Your Style of Conflict Resolution, continued

Situation:

Your friend Arnie is having a beer bash at his house because his parents are gone. He's angry at you because you say you won't be coming You're angry at him for drinking and lying to his parents.

☐ 11. You explain to Arnie that you don't want to drink, but that you'll come for a little while and just drink coke.

☐ 12. You and Arnie try to figure out several activities for that night that you both enjoy doing without the use of alcohol.

☐ 13. You tell Arnie you have to go out of town for the weekend for a family reunion.

☐ 14. You have your own party and invite all the friends who would be going to Arnie's party.

☐ 15. You go to the party and pretend to drink to make Arnie happy.

Now total up your scores in the columns below. Look at the total scores to determine which style of conflict resolution you use most often.

Avoiding	Smoothing	Compromising	Forcing	Problem Solving
1.	4.	2.	3.	5.
7.	10.	9.	8.	6.
13.	15.	11.	14.	12.

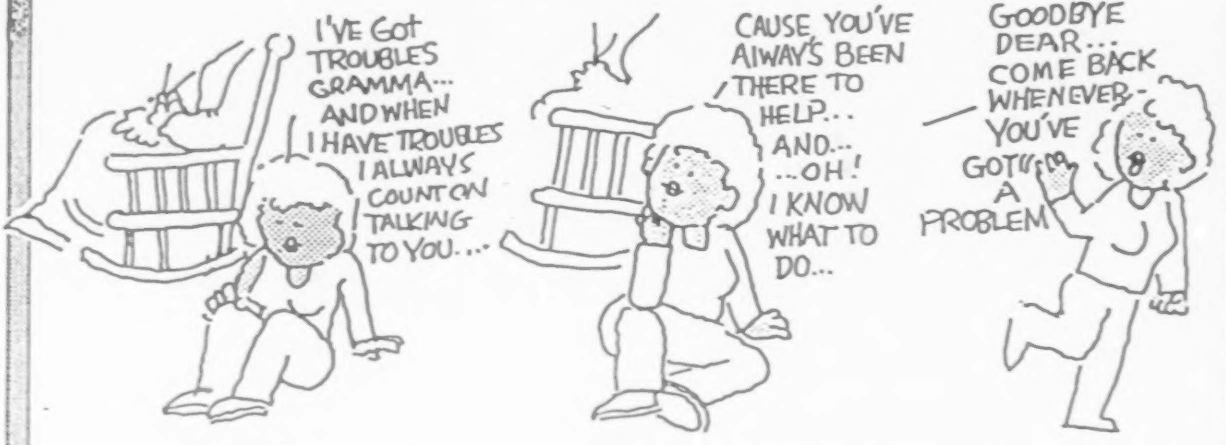
Totals

☐ ☐ ☐ ☐ ☐

Each of these styles is appropriate in certain situations. But the best way to get at the real root of a problem or conflict is to use the problem-solving technique.

Remember, when it comes to staying away from alcohol/drugs, if problem solving doesn't work, don't be afraid to try another technique.

Solving Problems


I'VE Got TROUBLES GRAMMA... AND WHEN I HAVE TROUBLES I ALWAYS COUNT ON TALKING TO YOU...
CAUSE YOU'VE ALWAYS BEEN THERE TO HELP... AND... ...OH! I KNOW WHAT TO DO...
GOODBYE DEAR... COME BACK WHENEVER YOU'VE GOT A PROBLEM

Mazes...

How do you react when you're upset about a problem? Do you:

___stop and think, then act?
___blame others?
___blame yourself?
___strike back?
___run away?
___bottle up your feelings?
___do the same thing over and over again?
___talk it over with another person?

Why do some people really suffer when they have problems, while others seem to be able to tackle and solve them easily?

Some people see their problems as traps, with no way out. Others see their problems as mazes—tough maybe, but not impossible. The truth is: there are a lot of mazes in life, but very few traps.

...Not Traps!

Take a look at this list of problem areas. Circle all items that remind you of *your* problems:

- Being accepted by friends
- Becoming independent
- Being an individual
- Living with controls and restrictions
- Being understood by your parents and/or other adults
- Getting along with authority figures
- Making decisions
- Clothes
- Alcohol and/or other drugs
- Your identity
- Accepting responsibility
- Being alone
- Temptations
- Lack of privileges
- Grades
- Your appearance
- A school subject or class
- Events/conditions in the U.S.
- World events/conditions
- Sex
- Money
- Your body
- Other ____________________

Choose one of the items you circled and describe the problem here: ______________________________

____

____

____

____

HIV/AIDS Prevention and Risk Reduction
Student Worksheet

What Would You Do If?

Directions:

Solving problems involves a series of steps. These steps make up the decision-making process that is helpful in discovering the best solution to a problem. This activity asks you to use a decision-making process to solve problems related to HIV/AIDS.

The following situations could happen. Respond to the questions as you consider each situation.

Situation 1

It is known that a student at your school has HIV/AIDS. You and this student have just been assigned to share a locker for physical education.

What is the problem? ____

What do you think about the problem? ____________________________

How do you feel? ____

____

____

What are the possible actions? ____________________________

____

____

What would you do? ____

____

____

Situation 2

You are at a party. Some people are drinking alcohol. You think some people are making out. Your steady date is drinking.

What is the problem?

What do you think about the problem?

How do you feel?

What are the possible actions?

What would you do?

Situation 3

The owner of a business fires one of his employees because the employee has HIV. The fired employee takes the boss to court. You are the judge.

What is the problem?

What do you think about the problem?

How do you feel?

What are the possible actions?

What would you do?

Situation 4

You have made a date with a very good-looking and popular person. You have heard that this person is aggressive about wanting sex on the first date. You have made the decision to postpone sexual intercourse until you are married.

What is the problem? ______________________________

What do you think about the problem? ______________________________

____

How do you feel? ______________________________

____

____

What are the possible actions? ______________________________

____

____

What would you do? ______________________________

____

____

NASA's Big Decision

Background:

You're a member of a space crew originally scheduled to dock with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip.

Directions:

Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance to your crew in helping you to reach the rendezvous point. Place the number 1 by the most important item, number 2 by the second most important, and so on through number 15.

Next, after having completed your own list of priorities, compare your list to those of others in your group. Now it's time for an exercise in group decision making! Try to reach a group consensus list. This means that the prediction for each of the 15 items must be agreed upon by each group member before it becomes part of th group decision. Consensus is difficult, but try to make each ranking one with which all group members can at least partially agree. Avoid arguing; instead use logic. Avoid changing your mind only to avoid conflict. View differences of opinions as helpful in the decision-making process. Above all, have fun!

Individual Ranking		**Group Ranking**
	Box of matches	
	Food concentrate	
	50 feet of nylon rope	
	Parachute silk	
	Portable heating unit	
	Two 45-caliber pistols	
	One case of dehydrated Pet Milk	
	Two 100-lb. tanks of oxygen	
	Map of the moon	
	Life raft	
	Magnetic compass	
	5 gallons of water	
	Signal flares	
	First-aid kit containing injection needles	
	Solar-powered receiver-transmitter	

DECISION-MAKING SKILLS - A

Session V - Using Goal-Setting To Make Good Decisions

I. Introduction

A. Define: goal-setting is a plan which determines what you want to accomplish in life and the steps you will take to make it come true.
Goal - Something you want in the future that you begin preparing for in advance.

B. Purpose - to help you PLAN what you want to have happen in your life. If you just go along, letting life happen to you, you will have no idea what is going to occur next.

1. When you cannot predict what's going to happen to you, things may not turn out the way you would like them to. You may fail to accomplish anything worthwhile. You may never get what YOU want.
2. FAILING TO PLAN IS PLANNING TO FAIL. If you fail to study difficult material in your English class, you may not be able to pass a test on it.

C. People who achieve their goals generally are those who take time to clearly define what they want. Their goals are realistic and specific.

D. State that setting goals is not always an easy task and it takes a lot of time and thought. If you are going to set goals for yourself, there are some guidelines you should follow. These guidelines will help you successfully set goals that are achievable.

1. Discuss - GOAL-SETTING GUIDELINES.
   a. Review guidelines discussing each part
   b. Next, tell students if they follow the guidelines and accomplish their goal, reward themselves. For example:
      a. down time
      b. new clothing
      c. tickets to a special concert
2. Ask students if they have rewarded themselves for accomplishing a set goal.

E. Tell students sometimes our goals will not be achieved. As we change, we may need to update or change our goals to reflect new needs. Old goals may be replaced by new goals. A goal is only desirable as long as it serves our needs.

II. Setting Goals - Making Good Decisions
Setting goals go hand-in-hand with learning to make good decisions. Why?

A. Discuss SOFA-SPUD SYNDROME.
B. Complete SETTING SOME GOALS FOR MYSELF.

III. Overcoming Obstacles To Achieving Goals

A. Sometimes you may feel you don't have what it takes to get what you want out of life. You may think you lack money, intelligence, friends, etc. You may feel like you have no choices.

It can be hard to get what you want. You may face many difficulties. Your problems could be due to poverty, racism, poor health, etc. But people do overcome incredible problems and hardships.

Overcoming problems is never easy. But determination, effort and practice can make many things possible. When you learn to develop goal-setting skills, you can also learn to identify problems and obstacles. Then you can find ways to overcome these obstacles.

B. Discuss the **SIX STEPS IN OVERCOMING OBSTACLES AND ACHIEVING GOALS**.

C. Discuss **THE STONE CUTTER**.

D. If time, complete **SCHOOL PRIORITIES**.

IV. Summarize
Recap importance of goal setting and the part it plays in making good decisions.

POST-TEST

Goal-Setting Guidelines

1. ***State each goal clearly.***
   - ✪ Identify one goal at a time.
   - ✪ Be specific. Don't use general terms like best, great, famous.
   - ✪ Decide on the first step.
   - ✪ Use definite terms. Say "I will," rather than "I'll try."

   Examples:

   "I want to be successful."—*too general; not specific; not clear*

   "I will graduate from college by age 25."—*specific; clear*

2. ***Be sure the goal is reasonable for you.***
   - ✪ Choose a goal that interests you.
   - ✪ Check that you have the ability to achieve the goal.

   Examples:

   "I will be valedictorian of my graduating class even though I'm barely passing now."—*not reasonable*

   "I will maintain passing grades in all of my classes during this six-week grading period."—*reasonable*

3. ***Choose a goal over which you have control.***
   - ✪ Whenever possible, base your goal on your own effort.
   - ✪ If your goal requires cooperation, obtain the other person's permission and establish the goal as a joint goal.
   - ✪ If your goal involves effort or action on someone else's part, state it as an invitation or request.

   Examples:

   "I will be on the varsity basketball team."—*out of your personal control*

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"I will try out for the basketball team."—*within your personal control*

4. ***State your goal in terms you can measure.***
   - Include the quantity (how much) you wish to achieve.
   - Set up a time frame for completing your goal (by when).

Examples:

"I will get information on colleges."—*unclear; no measurements on how much or by when it will be obtained*

"I will send four letters requesting information to colleges I'm interested in by Saturday."—*clear; specific quantities and deadlines identified*

5. ***Be sure your goal is desirable.***
   - Be sure the goal is something you really want to do.
   - Be sure the goal improves life for yourself and is not hurtful to others or destructive.

Examples:

"I will get $10 from Mom's purse by noon Saturday."—*could be hurtful to Mom*

"I will earn $10 by noon on Saturday by mowing the lawn."—*desirable, not hurtful to others*

6. ***Write your goal down.***

Begin your goal notebook today!

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SOFA-SPUD SYNDROME

Write your answer, **YES** or **NO** in the space provided:

_____ 1.) Do you have trouble getting up and leaving a comfortable place?
_____ 2.) Do you sit for endless hours in one place with no "get up and go"?
_____ 3.) Do you eat more junk foods or drinks than nutritious food?
_____ 4.) Are homework, reports, deadlines or household chores piling up?
_____ 5.) Are the television guide and remote control your BEST FRIENDS?
_____ 6.) Is the bathroom becoming a FOREIGN PLACE?

IF YOU ANSWERED YES TO 2 OR MORE OF THE ABOVE SYMPTOMS, YOU HAVE THE DREADED... ***SOFA-SPUD SYNDROME***. ALL KIDDING ASIDE, THE SOFA-SPUD SYNDROME HAS PRETTY SERIOUS IMPLICATIONS: **POOR PHYSICAL AND MENTAL HEALTH!**

TRY ANSWERING THESE QUESTIONS TO HELP YOU MAKE A PLAN:
What can I *say to myself* to give me that "get up and go"? ________________________
What helps motivate me? ________________________
What limits can I put on my behavior? ________________________
What is one activity I can do after I "get up and go"? ________________________
Who can support me to "get up and go"? ________________________
Other ideas: ________________________
____

SET A GOAL TODAY — MASH SOFA-SPUD SYNDROME!

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Setting Some Goals for Myself

1. A goal I plan to accomplish by next week is:

2. By the end of this school year, I want to:

3. Next summer, I hope to:

4. When I graduate from high school, I will:

5. Right after high school, I plan to (check the ones that apply to you):
   - ☐ Go to college
   - ☐ Enter the military
   - ☐ Get a job
   - ☐ Get married
   - ☐ Enter vocational school or some other kind of training program
   - ☐ Travel the world

   Other (write your own)

OVERCOMING OBSTACLES TO ACHIEVING GOALS

SIX STEPS TO OVERCOMNING OBSTACLES

1. IDENTIFY THE OBSTACLES

If your goal is to be allowed to go on an overnight camping trip with your friends, the major obstacle might be that your mother has said you can't go. A second obstacle might be that you don't have the money for the trip. And a third obstacle might be that you have to spend that weekend studying for your history final exam. These odds might look overwhelming, but don't be discouraged! All goals have obstacles. The more obstacles you can identify, the easier it will be once you start to work towards accomplishing your goal.

2. IDENTIFY THE KNOWLEDGE YOU REQUIRE

Okay, now you have set the goals, and identified the obstacles. The next step is to find out what you need to know to overcome the obstacles. Think of it in terms of school. If you want to do well on the Spanish test, you have to identify what material is on the test, so you can study it. If the test is going to include irregular verbs, you have to know that to study. If you don't know what is on the exam, you might study all the wrong things. Even though your general knowlege is improved, that will be small comfort when you get back your exam with a D on it. And once you identify your gaps of knowledge, you have to go about ranking them in priority before you fill them. For example, before you begin driving, you may not know about safety rules. You have to find out what knowledge you need, then decide in which order you are going to acquire that knowledge.

3. IDENTIFY THE PEOPLE WHO CAN HELP

The third step is to find out who can help you meet your goals. Suppose your goal is to get an athletic scholarship to college. The coach can help you meet that goal. You don't have to do everything by yourself. In fact, most of us feel terrific when we are able to help someone else. People are eager to do what they can to help you. When you run up against an obstacle, when you are setting a goal that seems hard to accomplish, identify your personal resources. Who can help you?

4. MAKE A PLAN

You need to have a plan before you begin taking action, otherwise you'll waste a lot of time and resources, and probably become extremely frustrated. Remember that architect who had no blueprint? He might start building without having the materials, without knowing what he's working on, and end up with a chicken coop when he was supposed to build a dog house. If you don't have a plan, you can make all sorts of mistakes. A plan is really a list of activities. Decide what you have to do. Try to think of every single step. Be as specific as possible. For example, if you want to win the science fair with your project, that's your goal. What action can you take towards accomplishing that goal? Don't just say, "Build the best project." That's too vague. Be more specific.

When you first begin learning this planning skill, you may find that you can't think of very many things to write down in your plan. But as you get better and better, your plan will become more complete. And the more complete the plan, the easier it is to reach your goal. Once you have your list of activities, the next step is to prioritize them. Assign them levels of importance. Doing so lets you know where to begin your efforts.

5. VISUALIZE

When you visualize something, you see it in your mind. You create a mental picture of yourself doing what you want to do. The subconscious does only what you tell it to do. If you consciously think of something, the subconscious will kick into gear and get busy doing the work you want it to do. Have you ever heard the expression, "What you see is what you get?" That summarizes visualization very well. If you see yourself working towards your goals and ultimately achieving them, that's exactly what will happen.

6. BE DETERMINED AND PERSISTENT

If something is worth doing, if it's a goal, most likely it will not be all that easy to achieve. It takes determination to meet your goals, and persistence to hang in there when things are rough. You can do whatever you set your mind to do. Anticipate the difficulties, and never, never give up.

The Stonecutter

When nothing seems to help, I go and look at a stonecutter hammering away at his rock perhaps a hundred times without so much as a crack showing in it. Yet at the hundred and first blow it will split in two, and I know that it was not that blow that did it...but all that had gone before.

Jacob Riis

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School Priorities

Directions: Read each question. Write 1 beside your first choice, 2 by your second choice, 3 by your third choice, and 4 beside your fourth choice. Be prepared to discuss your selections with the class.

1. Which kind of teacher would you prefer?

___ a nasty person—but a good teacher
___ a nice person—but a poor teacher
___ one with above average personality and teaching ability
___ one who makes you laugh but is a hard grader

2. Which do you like best in school?

___ reading
___ math
___ writing
___ social studies

3. What kind of person would you prefer not to sit next to?

___ someone who talks a lot
___ someone who looks at your paper
___ someone who can't sit still
___ someone who knows everything

4. What is hardest for you to do?

___ be quiet
___ talk in front of a group
___ talk to the teacher
___ make friends

5. What do you enjoy most?

___ a science experiment
___ a field trip to an art museum
___ a nature movie
___ small group projects

6. Who helps you the most?

___ a smart classmate
___ a classmate who's a good listener
___ a classmate who makes you laugh
___ a classmate who hates teachers

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CAREER & LIFE

PLANNING

SKILLS

CAREER AND LIFE-PLANNING SKILLS - A

Session I - Vocational Interest Inventory

I. Introduction:
The evaluation of personal interests, skills and abilities is very important as to how well or how satisfied you will be in various occupations. You need to discover what jobs you are interested in and the direction you need to follow.

II. Before beginning the Vocational Interest Inventory explain the code characteristics: (Look at **PERSONALITY TYPES** sheets). Go over together.

III. Hand out **VOCATIONAL INTEREST INVENTORY.** Read directions and items in each category and allow students to mark answers as you go.

IV. Summary:
Remember this is the time in your life to begin thinking about your interests, values, skills and abilities. Focusing on these areas will enhance your knowledge of yourself and desired career choices. Tomorrow we will take a look at the results of the V.I.I.

PERSONALITY TYPES	CODE LETTER
Creative	C
Helping	H
Initiative	I
Practical	P
Scientific	S
Traditional	T

Type

Creative:

Likes creative type jobs. Possesses artistic, creative abilities, but lacks in clerical, scientific skills.

Personality Characteristics:

- Unorganized
- Sympathetic
- Open-Minded
- Original
- Complex
- Nonconforming
- Imaginative
- Impractical
- Impulsive
- Disorderly
- Emotional
- Artistic

Job Types:

- Designer
- Actor
- Musician
- Author/Novelist
- Artist
- Photographer
- Writer/Journalist
- Poet
- Composer
- Sculptor
- Concert Conductor
- Playwright
- Cartoonist
- Singer
- Taxidermist
- Dancer

Type

Helping:

Likes social, helping jobs. Possesses social, people problem-solving abilities but lacks in mechanical and scientific skills.

Personality Characteristics:

- Helpful
- Empathetic
- Understanding
- Kindhearted
- Friendly
- Patient
- Tactful
- Sympathetic
- Caring
- Considerate
- Responsible
- Trustworthy
- Cooperative
- Sociable

Job Types:

- Counselor
- Teacher
- Therapist
- Childcare
- Charity Organizer
- Sociologist
- Psychologist
- Speech Therapist
- Welfare Counselor
- Youth Director
- Physical Therapist
- School Principal
- Juvenile Delinquency

Type

Initiative:

Likes enterprising type jobs. Possesses leadership and speaking skills but lacks scientific ability.

Personality Characteristics:

- Ambitious
- Challenging
- Outgoing
- Attention-Seeking
- Self-Confident
- Cooperative
- Vivacious
- Sociable
- Fun-Seeking
- Popular
- Optimistic
- Domineering
- Spontaneous
- Charming
- Persuasive
- Enterprising

Job Types:

- Salesperson
- Sales Manager
- Promotions
- Advertising
- Buyer
- Business Exec. (Admin.)
- Store Manager
- Restaurant Manager
- Travel Agency
- Radio-Tele-Communicatio
- Entrepreneur
- Political Campaign Mana

Type

Practical:

Likes practical type jobs. Possesses mechanical abilities, but lacks social skills.

Personality Characteristics:

- Stubborn
- Conservative
- Practical
- Determined
- Meek
- Honest
- Outspoken
- Conforming
- Modest
- Bashful
- Traditional
- Realistic
- Mechanically Inclined

Job Types:

- Mechanic
- Farmer
- Electrician
- Plumber
- Machinist
- Carpenter
- Fishery
- T.V., Radio Repairman
- Truck, Bus Driver
- Construction Worker
- Forestry
- Firefighter

Type

Scientific:

Likes scientific type jobs. Possesses investigative, scientific and quantifiable (math) abilities, but lacks in leadership, supervisory ability.

Personality Characteristics:

- Intellectual
- Systematic
- Introverted
- Abstract
- Hypothetical
- Analytical
- Logical
- Exact
- inquisitive
- Censorious
- Decisive
- Independent
- Investigative

Job Types:

- Chemist
- Medical Technologist
- Biologist
- Scientific Editor & Writer
- Physicist
- Mathematician
- Medical Laboratory Technic
- Meteorologist
- Zoologist
- Geologist
- Botanist
- Anthropologist

Type

Traditional:

Likes conventional type jobs; generally conveying information to others type skills. Possesses clerical, communication, and mathematic abilities, but lacks artistic skills.

Personality Characteristics:

- Organized
- Frugile
- Practical
- Precise
- Efficient
- Systematic
- Conscientious
- thorough
- Realistic
- Inhibited
- Persistent
- Conforming
- Computational

Job Types:

- Tax Accountant
- Typist
- Bookkeeper
- Business Machine Opera
- Computer Operator
- Supplies Clerk
- Inventory Controller
- Stenographer/Secretary
- File Clerk
- Data Processor
- Cost Analyst (Appraise
- CPA
- Credit Investigator
- Business Course Teache
- Financial Analyst
- Payroll Clerk
- Banker
- Bank Examiner
- Bank Teller

CAREER AND LIFE-PLANNING SKILLS - A

Session II - Results of Vocational Interest Inventory

I. Administer the PRE-TEST.

II. Yesterday, you took the V.I.I. Today we will look at the results to determine your interests and careers you may wish to pursue. Ask:

1) Why do you think people need to work?
2) Why do your parents work?
3) What is your home like (or would be like) if your parents don't work?
4) What does (or would) your family have to give up?
5) How much communication in your home centers on your parents' work?
6) Are your parents happy with their work? Does that matter?
7) Does your parents' work affect the way you live?

Friends, family, and teacher/counselors influence decisions you will make about your future. It is important to set your goals and follow your own heart and mind so that you do things that are enjoyable and challenging to you.

III. Go over INTERPRETATION CODE sheet and the Vocational Code Index which applies to each individual student.

IV. Go over the sheet NINE COMMON JOBS orally, then have the students do the activity WHICH JOBS INTEREST YOU. Discuss when finished.

V. Activity: CAREER WORD SEARCH (if time permits).

NINE COMMON JOBS

The chart below includes nine jobs and gives details about them.

OCCUPATION	WORK TASK	ABILITIES	QUALIFICATIONS
Auto-body repairer	Objects	Using hand tools, having physical strength	High school diploma preferred but not necessary; a certificate from a trade school is helpful
Cook or kitchen helper	Objects	Cooking, working quickly, doing several activities at once	Entry-level jobs have no education requirements, but people with high school diplomas and post–high school training are most likely to advance
Corrections officer	People	Giving instruction, helping people solve problems	High school diploma; additional training in psychology or related fields preferred
Counter clerk	People	Taking customer orders, working a cash register, making change	High school diploma preferred but not required
Florist	Ideas	Flair for color and design	High school diploma preferred
Paramedic	People	Using medical equipment, handling stress	High school diploma; training in emergency care
Photographer	Ideas	Artistic ability, patience, accuracy, attention to detail	High school diploma preferred but not required; photography courses helpful
Statistical clerk	Data	Attention to detail, working with numbers, using a computer keyboard	High school diploma; courses in typing, data processing, and bookkeeping are helpful
Typist/Word processor	Data	Using a typewriter or computer keyboard, accuracy, attention to detail, good spelling and grammar	High school graduate

WHICH JOBS INTEREST YOU?

Read over the chart of nine common jobs on the following page. Choose two occupations from the chart that interest you. Write the job titles of those occupations on the lines below. Then answer the questions about each occupation.

JOB TITLE # 1: ______________________________

What interests you about this job?

____

____

____

Do you meet any of the qualifications for this job? ______________

If so, which ones? ______________________________

____

____

Does the job relate to any of your interests, strengths, or work experience?

____

If so, how? ______________________________

____

____

JOB TITLE #2: ______________________________

What interests you about this job?

____

____

____

Do you meet any of the qualifications for this job? ______________

____

If so, which ones? ______________________________

____

____

Does the job relate to any of your interests, strengths, or work experience?

____

If so, how? ______________________________

____

____

CAREER WORD SEARCH

D O C T O R M Q F
S J A N I T O R F
E O B Z C E T W I
C B L A Z A H L R
R C O D M C E A E
E P C O I H R W F
T E A C H E R Y I
A N W T Z R R E G
R N U O S E X R H
Y N U R S E Y Y T
Q A T H E L E T E
C O U N S E L O R

LAWYER
JANITOR
SECRETARY
ATHELETE
MOTHER
NURSE
COUNSELOR
SOLDIER
TEACHER
FIREFIGHTER

CAREER AND LIFE-PLANNING SKILLS - A

Session III - Financial Goal-Setting

I. Introduction
  A. Brainstorm areas where pressure to overspend is felt. i.e. Expensive clothes, video games, beepers.
  B. What creates pressure to spend? i.e. Media, peers, family.

II. Spending Habits
  A. Several factors affect the ability to manage or mismanage money. Some factors are:
    1. impulsivity
    2. leisure values
    3. ability to plan
    4. values regarding credit
    5. immediate vs. delayed gratification
    6. self-esteem/self-image
    7. tendencies to avoid/confront
    8. ability to manage money independently
    9. awareness of financial situation

    These areas can be evaluated to increase an individual's awareness. Implications for change need to be considered.
  B. **MONEY MANAGEMENT** activity - Read the choices for each item aloud. As the participants select their true response, have them take $1.00 if they select the positive choice, or take a bill if they select the negative choice. (See teacher key)
  C. Other factors also affect the way we manage money. Often when depressed, anxious or stressed, it is a first impulse to SPEND in order to buy happiness. This "habit" or tendency is often self-defeating, leading to negative consequences.
  D. List on chalkboard and discuss the meaning of the following:
    1. binge-buying
    2. excessive loaning or borrowing
    3. buying status objects
    4. buying on a whim
    5. overspending on others
    6. spending to escape unpleasant situations
  E. Complete the activity **BUYING HAPPINESS.**
  F. Do activity **YOUR ATTITUDES ABOUT MONEY**
    1. Encourage students to consider part-time employment if money is a problem. Or they can make extra money by babysitting, cutting grass, odd jobs, or selling aluminum cans.

III. Working Out a Family Budget
  A. Have the students pretend they are wage-earner with a family to support.
  B. Fill out the activity **MONTHLY FAMILY BUDGET.**
    1. Decide on an unskilled salary, such as $5.00 or $6.00 per hour.
    2. Multiply by 40 hours to get weekly wage, then by 4 to get monthly wage.
    3. List any other income, such as spouse's wages, food stamps, child support, etc.

    4. Point out that income taxes would probably be withheld on wages.
    5. List reasonable expenses under "Money Going Out."
    6. Complete the totals and balance.
  C. Discuss how realistic their goals are for their financial futures. Where can adjustments be made?

IV. Summary
  A. Review the importance of planning ahead and looking toward the future.

MONEY MANAGEMENT (or the lack thereof)

Think about your spending habits and then circle ⓐ or ⓑ:

1. **a.** I always buy anything I want.
  b. I only buy what I need.

2. **a.** I seldom spend money on leisure or entertainment.
  b. Leisure is important to me and I budget part of my money for it.

3. **a.** I put money in savings.
  b. I scrounge money weekly with nothing left over for savings.

4. **a.** If I buy a major item, I go to a store and buy it, saving time by not comparing prices.
  b. If I buy a major item, I compare prices, check into the best product, and then buy.

5. **a.** I save enough money to pay for items in full at the time I buy them.
  b. I must always borrow or ask for a loan in order to make purchases.

6. **a.** I can control cash in my hand / wallet, or I make sure I never carry too much cash.
  b. Cash is a "trigger" for me to spend.

7. **a.** I never spend money on myself.
  b. I choose to spend some money on myself.

8. **a.** I am always aware of how much money I make, spend and save.
  b. My money has a mind of its own; I allow my money to run itself.

9. **a.** I manage my money by myself — not asking for others' help.
  b. I ask for help from those who can manage money better than I.

10. **a.** I know how much money I have to spend and to save, and plan accordingly.
  b. I don't know my financial situation, so I don't plan.

GOAL ***Which one of the above ten issues are you willing to work on?***

GOAL ***What are potential outcome/results of these habits?***

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MONEY MANAGEMENT

Purpose:
To enable students to become better decision-makers when determing how to manage money.

Objective:
To help students identify personal strengths and weaknesses when managing money.

Directions:

Read the choices for each item aloud. As the participants select the response that best describes themselves. Have them draw a $1.00 if the response is positive and a YOU OWE $ if the response is negative. After calling all of the items, have the students total the amount of $1.00 and the amount of debts. If students have more money than debts, they tend to have better money management skills. If the amount of debts is larger than the money on hand, they tend to have poor money management skills. Discuss methods of improving money management decision-making skills.

I can't resist! It must be some kind of **SICKNESS!**

BUYING HAPPINE$$?

One coping skill that does not always work well is trying to "buy happiness". This is just temporary...a Band-Aid. A shopping spree can lead to guilt, the blues, embarrassment, unhappiness, stress, and perhaps debt.

Do you...

1. binge-buy? (clothes, shoes, "sale" items) . . . . yes ___ no ___
   the last time? ______________________________
2. frequently loan or give money to friends (especially boy/girlfriends), knowing that they might never return or repay the loan?
   (even though you actually might need the money yourself?) . . . . yes ___ no ___
   the last time? ______________________________
3. buy status objects? (name-brand items) . . . . yes ___ no ___
   the last time? ______________________________
4. buy impulsively? (clothing, gadgets, fad items) . . . . yes ___ no ___
   the last time? ______________________________
5. spend excessively on others? (too expensive or too many gifts) . . . . yes ___ no ___
   the last time? ______________________________
6. spend to escape unpleasant situations, e.g., arguing at home?
   (movies, videogame arcade, shopping at the mall) . . . . yes ___ no ___
   the last time? ______________________________

When/why do you do the above? ______________________________

____

What are potential implications of these habits? ______________________________

____

The next time you feel the urge to buy... take out this wallet-size card and ask yourself these questions before you spend.

BUYING HAPPINE$$????

Will I be pleased with my purchase tomorrow... next week...next month... etc?

Am I able to afford this?

Do I want to spend my money on this right now?

Why am I REALLY buying this?

Am I OK with my reason for making this purchase?

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Your Attitudes About Money

How do you get your ideas about how to earn, spend, and save money? Do you listen to what your friends say about money and copy them? Do you have your own ideas about money and tell them to your friends? Where did your ideas come from?

We often learn how to handle jobs and money from our parents and other adults around us. Sometimes adults are good models, but sometimes they have problems with money, too. Do you know an adult who is always broke and can't seem to pay his or her bills? Why does this happen? Does this person have any financial goals?

Are there adults you know who seem to be able to handle money very well? Do they have financial goals? Ask them. Find out what they do to manage their money. Maybe they can give you some ideas. You might ask the same questions of a student who handles money well.

Self-Assessment

Answer these questions :	Yes	No	Sometimes
1. I try to earn money however I can.			
2. I like to have money, but I don't like working to get it.			
3. I like money just so I can look at it and see how much I have.			
4. I like money for the things it can buy for me more than for itself.			
5. I think all the excitement about money is silly. Who needs it? Other things are more important to me.			

You may have some other feelings about money. If so, here's a place to list some of them: ____

____

____

Fair Exchange?

A famous singer once gave a concert on a South Seas island. The people who lived on the island wanted to hear the singer, but they couldn't pay her in money—they didn't use money. Instead, they gave her three pigs, 23 turkeys, 44 chickens, 4,000 coconuts, and masses of bananas. Can you imagine living in a world without money?

Bags of Money

During times of *inflation*, there is an increase in the prices of goods and services, so the value of money goes down. Throughout history, some of the worst inflations have been caused by governments that printed a lot of extra money to help pay for wars. An amazing inflation occurred in Germany after World War I. In 1914, prior to the war, 4.2 German marks was equal to 1 dollar. After the war, in 1922, 7000 marks equaled 1 dollar. In July, 1923, 160,000 marks equaled 1 dollar; and by October 1 of the same year, 242 million marks equaled 1 dollar. One month later, in November, it took 4 billion 200 million marks to equal 1 dollar! People had to carry their money to the store in shopping bags!

MONTHLY
FAMILY BUDGET

Money Coming In

Wages $ __________.____

Other Income $ __________.____

$ __________.____

$ __________.____

$ __________.____

Total $ __________.____

Money Going Out

Rent $ __________.____

Lights $ __________.____

Gas $ __________.____

Water $ __________.____

Cable $ __________.____

Phone $ __________.____

Car $ __________.____

car gas $ __________.____

Food $ __________.____

Clothes $ __________.____

Medicine $ __________.____

School Supplies $ __________.____

Other $ __________.____

Total $ __________.____

I can't resist! It must be some kind of **SICKNESS!**

Total In $__________.____

Total Out $__________.____

Balance left over $__________.____

CAREER AND LIFE-PLANNING SKILLS - A

Session IV - Job Search / Application / Resume

I. Introduction:
How Do You Find a Job?
When you make a decision to join the work world, there are several ways to locate available jobs that will suit your interests and abilities. Activity: **WINNING AT THE JOB GAME - FINDING A JOB LEAD.** Go over together.

1. Talk with people - family, friends, neighbors. These people may not know of a specific job, but they may know other people who can offer you a job. Talk to people who work in specific areas to see if this job would really interest you.
2. Answer Help-Wanted Signs - common way restaurants, shops and small businesses let people know they have job openings. Some employers put help-wanted announcements on bulletin boards in supermarkets, shopping centers, post-offices, etc.
3. Look in Classified Ads - new jobs appear in newspapers everyday. The job listings are in the help-wanted section and are in alphabetical order. (Have ads for them to see.)
4. Contact State Employment Agency - they have a list of jobs in your area and may also have information about training programs. These Services are free. They offer special help for people who have trouble finding work because they didn't finish high school. Alabama's State Employment Service is located at: 1060 E. South Blvd., Phone # 286-3700.

II. Activity: Continue going over **WINNING AT THE JOB GAME.**
Replying to Help-Wanted Ads
Using the Telephone
Applying in Person
Making Notes for Application Forms

III. Activity: **TIPS FOR COMPLETING THE APPLICATION.**
Extra Instructor information: (HOW TO FILL OUT JOB APPLICATION FORMS).
Activity: **WRONG WAY AND RIGHT WAY TO FILL OUT APPLICATION.**
Read orally: **FILLING OUT THE JOB APPLICATION.** Discuss.

IV. There may be times when an employer will ask for a resume. This is a summary of your back ground and qualifications. You usually do not need a resume for entry-level jobs or jobs in mechanical trades. Look at **SAMPLE RESUME** and discuss.

V. Activity: Fill out the **JOB APPLICATION** together.
Refer them to TIPS.

VI. Summary:
Review ways to find jobs and how to apply for them.

WINNING AT THE JOB GAME

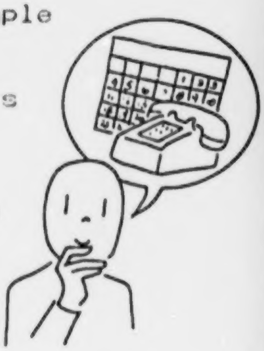
FINDING A JOB LEAD

- ** Talk with people - family, friends and neighbors
- ** Answer Help-Wanted signs
- ** Look in Classified Ads
- ** Contact State Employment Agency
  1060 E. South Blvd.   286-3200

REPLYING TO HELP-WANTED ADS

If you use the classified section in your job search, remember to:

- ** Read the job ads early each day.
  Apply right away for any job that interests you. If you wait too long, the job may get filled.
- ** Look for the qualifications.
  Some employers list many qualifications in their ads. If you have some of the qualifications, then apply for the job. Employers may hope to find the "perfect" person. But they often accept one who has some, but not all, of the qualifications.
- ** Apply by phone.
  If a job ad lists a telephone number but no address, call and ask how to apply for the job. Most employers will ask to meet with you before they make a decision to hire you.
- ** Apply in person.
  When an ad lists an address and says "Apply in person," go to that address. When you do, be prepared to meet with the employer. If the ad lists a time to show up, be on time.
- ** Read the ads carefully.
  Avoid ads for jobs that say you must give money, buy sample products, or pay for training.
- ** Keep a list of the ads you answer.
  That way you can keep track of and follow up on employers who may not contact you right away.



USING THE TELEPHONE

The way you present yourself over the phone can help you get a job. When you call about job openings, remember to:

- ** Call from a quiet, private place.
  You don't want to be interrupted.
- ** Say who you are.
  State your first and last name and the reason for your call. If you have permission to use someone's name, mention the name right away. For example, "This is Stan Williams. Greg Howell said I should call you. He said you might have an opening in your shipping department." Then ask questions.
- ** Ask for the correct person.
  In a small business, ask to speak to the manager. In a large company, ask for the personnel department.
- ** Speak clearly.
  Be sure the other person can hear you. Talk slowly. Speak carefully and correctly.
- ** Be polite.

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Speak in a friendly tone. Thank anyone who helps you, even if there are no jobs available.

** Ask if the employer wants to meet with you.
If you make an appointment, write down the time and the date. Repeat it to the person who gave you the information to be sure it is correct.

** Ask important questions.
Before you express your interest in a job, ask about certain details, such as hours, duties, and location. This is especially important if you won't be meeting with the employer.

** Get people's names.
Write down the names of people you talk to, in case you need to call them again. Be sure you can spell and pronounce their names correctly.

APPLYING IN PERSON

Applying for jobs in person can be a very effective way of getting a job, if you know how to do it.

** Don't drop in unless you are dressed for an interview.
** Introduce yourself and say why you're there. Look the other person in the eye. Shake hands firmly, if the other person holds out a hand.
** If the employer doesn't have time to talk to you, try to set up an appointment.
** Be enthusiastic, polite, and confident. Try to show that you're interested in the job. And that you feel you're qualified to do the work.
** Be prepared to fill out an application form. If you picked one up at another time bring it with you filled out completely.
** If you're interviewed, ask questions about the job and the company. This shows that you care about the job.
** Before you leave, thank the interviewer or the person who took your application. Ask when a decision will be made about the job.
** Send a thank-you note to the interviewer.

MAKING NOTES FOR APPLICATION FORMS

You will find it a lot easier to fill out an application form if you carry a page of notes with you when you apply for a job. Those notes will help you fill in many details, such as:

** Your Social Security number.
** Then names and addresses of schools you attended and the dates when you attended them. Also, list any special courses you took.
** The names, addresses, and telephone numbers of your last three employers, including your supervisors' names and the dates when you started and left.
** The starting pay for your last three jobs.
** The names, addresses, and telephone numbers of three people who would recommend you for a job. These references can include past employers or people who know your skills and abilities, such as teachers, coaches, or clergy members. Before you list people as references, get their permission. Find out what the reference will say about you. Also, make sure the phone numbers and addresses you have for them are up to date.

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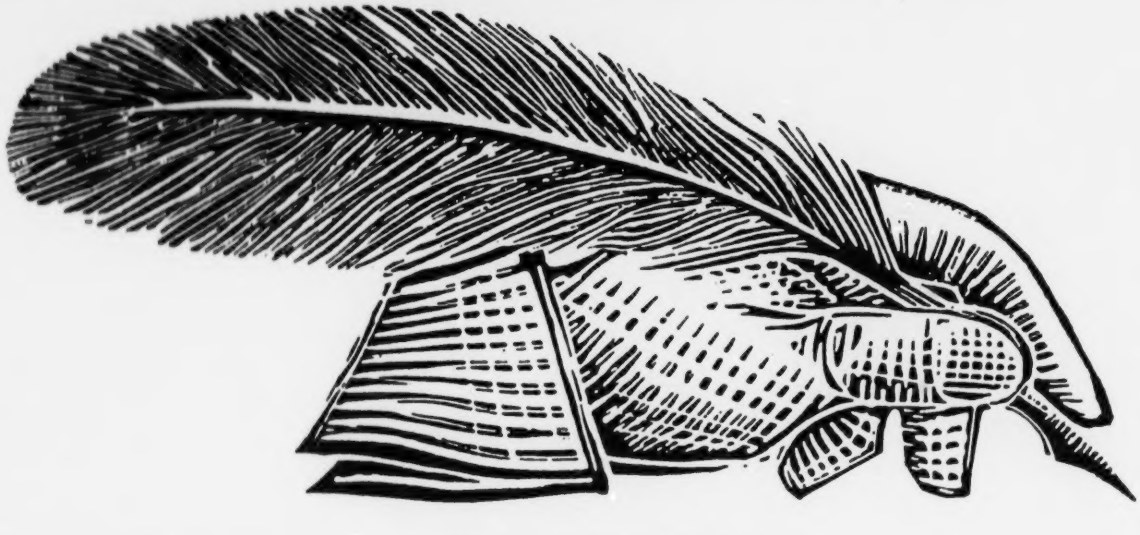
Tips For Completing The Application

- Follow instructions
- Be neat
- Avoid negatives
- Emphasize skills & accomplishments
- Fill in every blank
- Use an erasable black pen



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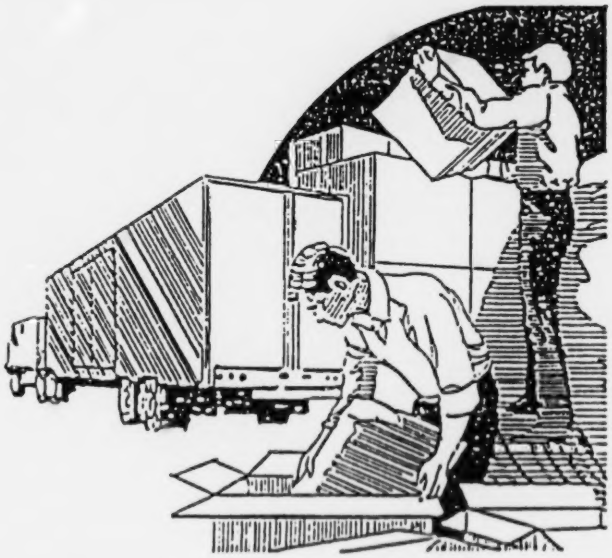
FILLING OUT THE JOB APPLICATION



Three different young men came into my office today and applied for the job on the loading dock. Each one of them looked able to handle it. The second one, Bill, was very polite and well groomed and seemed to be bright. However, none of them even knew enough to fill out the forms correctly. They didn't have enough information.

Maybe they thought the forms were too difficult. If that's the case, they would never be able to do the shipping forms and probably couldn't fill out their own time cards! If they thought that it was a *bother* to answer the questions completely, then I don't want to *bother* them by hiring them. After all, there is a certain amount of paperwork required in nearly every job.

I overheard the first applicant asking my secretary, "Is all this stuff necessary?" He was the one who couldn't recall his Social Security number. We wouldn't be able to pay him without it. He had worked in two other places, and he listed their names, but there were no addresses and no employers' names. How am I supposed to judge what kind of a worker he is? There were no references, except a high school teacher. Who could tell me whether this fellow would be on time for work, if he would be a good worker, or if he would be easy to get along with? Sure, I could ask his teacher about some things like his grades and attitude, but what I want to know is how well he will fit in with my company.

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HOW TO FILL OUT JOB APPLICATION FORMS
DO'S AND DONT'S

When you visit an employer, you may be given an application form to complete. The form may be one or two pages long. All application forms serve the same purpose. They provide a way for employers to get information about applicants' backgrounds and qualifications.

Employers often use these forms to make hiring decisions, so fill them out neatly, correctly, and completely. Follow these steps when you fill out an application form:

** Before you begin writing, look over the form.
Carefully read the instructions. Notice where to put different information. This will help you avoid mistakes that can make the form look messy. If you don't understand the instructions, ask questions. Follow the directions that the instructions give.

** Use a pen with black or dark blue ink.
Don't use a pencil. Unless you are told otherwise, print your answers. Write slowly and carefully. If the employer can't read your writing, your application may be thrown away.

** Write your proper name on the application form.
Don't write your nickname.

** Answer all of the questions on the form.
If a question doesn't apply to you, write the letters NA (for "not applicable") in that space. This shows that you haven't missed any questions. You may also use NA if there are ceertain personal questions on the form that you feel invade your privacy. Those questions concern age, race, marital status, religion, nationality, or physical or mental handicaps.

** Answer all questions truthfully.
Employers usually call references, past employers, and schools to check the information on application forms. If the employer finds out that you provided false information, you won't get the job.

** If you were found guilty of a crime, answer truthfully.
Employers often include a question about criminal convictions on applications. If you were convicted of a serious crime, be prepared to tell an interviewer about it.

** Read over the completed form before you turn it in.
Be sure that you have answered all the questions. Check for misspellings and other errors. Make any corrections as neatly as possible.

** Sign the application form.
Do this only after you have read all the fine print. When you sign a form, you are pledging that the information you have written is correct.

APPLICATION FOR EMPLOYMENT

PLEASE PRINT INFORMATION REQUESTED IN INK.

Date April 1

BROWN'S IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Brown's has adopted an Affirmative Action Program to ensure that all applicants and employees are considered for hire, promotion and, job status, without regard to race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or veteran of the Vietnam Era.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired.

Note: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Brown's, please contact the office where you applied and request that your application be reactivated.

Name Albert C. Smith (Last / First / Middle)

Social Security Number 411-76-2614 (Please present your Social Security Card for review.)

Address 1526 N. Otter (Number / Street / City / State / Zip Code)

County Marion

Current phone or nearest phone

Previous Address Same (Number / Street / City / State / Zip Code)

Best time of day to contact any

If hired, can you furnish proof of age? Yes ☒ No ☐

If hired, can you furnish proof that you are legally entitled to work in U.S.? Yes ☒ No ☐

(Answer only if position for which you are applying requires driving.)

Licensed to drive car? ☐ YES ☐ NO

Is license valid in this state? ☐ YES ☐ NO

Have you ever been employed by Brown's? Yes ____ No X If so, when ____ Position ____

Have you a relative in the employ of Brown's Department store? Yes ____ No X

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN BROWN'S MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED. Alternative placement, if available, of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? Yes, Have a back problem and was in Central State for 6 months

If yes, what can reasonably be done to accommodate your limitation?

EDUCATION	School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
	Grammar	6	Holy Trinity	Scranton	Yes	General	B
	Jr. High	3	Crestview	" "	"	" "	B
	Sr. High	3	WCHS	" "	"	College Prep	C
	Other						
	College	3	State U	Scranton	NO	Degree	C

MILITARY SERVICE	BRANCH OF SERVICE	DATE ENTERED SERVICE*	DATE OF DISCHARGE*	HIGHEST RANK HELD	SERVICE-RELATED SKILLS AND EXPERIENCE APPLICABLE TO CIVILIAN EMPLOYMENT
	USA	1984	1986	E-2	~~[illegible]~~ radio

*Do not complete if applying in the state of California.

What experience or training have you had other than your work experience; military service and education? (Community activities, hobbies, etc.)

I am interested in the type of work I have checked:

Sales X Office X Mechanical X Warehouse X Other (Specify) X

Or the following specific Job Anything

I am seeking (check only one):

- X Temporary employment (6 days or less)
- X Seasonal employment (one season, e.g. Christmas)
- X Regular employment (employment for indefinite period of time)

If temporary, indicate dates available ____

I am available for (check only one): Work

- ☒ Part-Time
- ☒ Full-Time

If part-time, indicate maximum hours per week ____, and enter hours available in block to the right.

HOURS AVAILABLE FOR WORK	
Sun.	To
Mon.	To
Tues.	To
Wed.	To
Thurs.	To
Fri.	To
Sat.	To

Any time

Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO ☒ YES ~~X~~ If yes, explain, ~~drunk in public~~

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APPLICATION FOR EMPLOYMENT

PLEASE PRINT INFORMATION REQUESTED IN INK.

Date April 1, 1989

BROWN'S IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Brown's has adopted an Affirmative Action Program to ensure that all applicants and employees are considered for hire, promotion and, job status, without regard to race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or veteran of the Vietnam Era.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired.

Note: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Brown's, please contact the office where you applied and request that your application be reactivated.

Name Smith (Last) Albert (First) Claude (Middle)

Social Security Number 411-76-2614 (Please present your Social Security Card for review.)

Address 1526 North Otter Street (Number, Street) Scranton (City) PA (State) 18602 (Zip Code)

County Marion

Current phone or nearest phone 555-1212

Previous Address — (Number, Street, City, State, Zip Code)

Best time of day to contact after 12 pm

If hired, can you furnish proof of age? Yes ✓ No ☐

If hired, can you furnish proof that you are legally entitled to work in U.S.? Yes ✓ No ☐

(Answer only if position for which you are applying requires driving.)

Licensed to drive car? ☐ YES ☑ NO

Is license valid in this state? ☐ YES ☑ NO

Have you ever been employed by Brown's? Yes ______ No ✓ If so, when ______ Position ______

Have you a relative in the employ of Brown's Department store? Yes ______ No ✓

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN BROWN'S MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED. Alternative placement, if available, of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? No

If yes, what can reasonably be done to accommodate your limitation? —

EDUCATION

School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
Grammar	6	Holy Trinity	Scranton, PA		General	B
Jr. High	3	Crestview Junior H. S.	Scranton, PA		General	B
Sr. High	3	Warren Central H. S.	Scranton, PA		College Preparatory	C
Other	–	–	–	–	–	
College	3	Indiana-Purdue University at Indpls.	Indpls., IN		Electronics Degree in progress	B

MILITARY SERVICE

BRANCH OF SERVICE	DATE ENTERED SERVICE*	DATE OF DISCHARGE*	HIGHEST RANK HELD	SERVICE-RELATED SKILLS AND EXPERIENCE APPLICABLE TO CIVILIAN EMPLOYMENT
United States Air Force	1-2-84	4-15-86	E-2	Radio Repair Training School

*Do not complete if applying in the state of California.

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.)

National Association of Electronic Salespeople, Big Brother

I am interested in the type of work I have checked:

Sales ✓ Office ______ Mechanical ______ Warehouse ______ Other (Specify) Repair

Or the following specific Job ______

I am seeking (check only one):

☐ Temporary employment (6 days or less)
☐ Seasonal employment (one season, e.g. Christmas)
☑ Regular employment (employment for indefinite period of time)

If temporary, indicate dates available ______

I am available for (check only one):

☐ Part-Time Work
☑ Full-Time Work

If part-time, indicate maximum hours per week —, and enter hours available in block to the right.

HOURS AVAILABLE FOR WORK	
Sun.	8am To Close
Mon.	8am To Close
Tues.	8am To Close
Wed.	8am To Close
Thurs.	8am To Close
Fri.	8am To Close
Sat.	8 am To Close

Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO ☑ YES ☐ If yes, explain, ______

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SAMPLE RESUME

Scott Behrman

Present Address
125 E. 19th Street
Bloomington, IN xxxxx
xxx-xxx-xxxx

Home Address
Two Amherst Place
Columbus, IN xxxxx
xxx-xxx-xxxx

Career Objective

Advertising Assistant Account Executive. Interested in assisting with client planning strategies, client studies, media relations, coordination with agency internal departments, and direct creative client presentations.

Education

INDIANA UNIVERSITY, SCHOOL OF TELECOMMUNICATIONS
Earned a B.A. in 19xx, with emphasis in Advertising. Have Minors in Fine Arts and Spanish, with 30 hours of Business integrated courses. Fluent in Spanish.

Campus Activities

Very active in the Indiana University Student Association. Work in the Public Relations Department doing artwork and layout for brochures and pamphlets. Recently elected as an Off-Campus Senator, and sit on various committees, such as Anti-Apartheid and Health, Safety, and Leisure. Member of I.U. Advertising Club, working presently in the creative department, on a campaign for Nestle Crunch, as a member of National Student Advertising Competition. Member of I.U. Improvisation and Comedy Club, developing skills of improvisational communication and comedy. Active in Intramural Sports for four years, playing tennis, football, and basketball. Worked in the summer for Residence Halls Administration, helping incoming freshmen get organized before starting school.

Work Experience

Started a franchise for a car polishing service and proceeded, with my partner, to run every aspect of the business. Doing paperwork, advertising, marketing, interviewing, and labor gave me the opportunity to learn the basics of how a business is run, as well as develop valuable skills in marketing and advertising. Also learned the meanings of the words organization and responsibility, which I now know to be the key to any successful venture. Designed company logo that hangs in our office and appears in all of our advertising.

Personal

Extremely creative and intensely motivated. Willing and able to do anything that I put my mind to.

References

Dr. Bernard Greenberg
Chief of Surgery
St. Martin Hospital
Indianapolis, IN xxxxx
(xxx)xxx-xxxx

Sharon Grainer
Academic Advisor
I.U. Student Services
Bloomington, IN xxxxx
(xxx)xxx-xxxx

Andrew Paine
Co-Owner
Fastwash
Bloomington, IN xxxxx
(xxx)xxx-xxxx

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EMPLOYMENT APPLICATION

PLEASE PRINT

					DATE
LAST NAME	FIRST	MIDDLE	SOCIAL SECURITY NO.		PHONE
ADDRESS	CITY	STATE	ZIP CODE		Have Lived Here How Long?
POSITION(S) APPLIED FOR					☐ FULL TIME ☐ PART TIME
Rate of Pay Expected	Name Relatives/Friends Working For Us				Have you ever worked for this company before? ☐ YES ☐ NO
List Special Skills/Machinery You Can Operate					

EDUCATION (Name and Location of School)	COURSE OF STUDY	Did You Graduate?
HIGH SCHOOL		
COLLEGE		
OTHER TRAINING OR SCHOOLING		

PREVIOUS EMPLOYMENT (Name and Address)	Starting Wage	Final Wage	Reason for Leaving
☐			
☐			
☐			
☐			

Were you in the U.S. Armed Forces?	☐ YES – If YES, name branch ☐ NO	Dates of Duty	Rank at Discharge
List Duties and Special Training			

Do you have any physical defects which preclude you from performing certain kinds of work?	☐ YES – If YES, describe defect and work limitations ☐ NO		
NAME AND ADDRESS OF PERSON TO NOTIFY IN CASE OF EMERGENCY		Relationship	Phone

APPLICANT: Do not answer any questions in this area unless the employer has checked the box next to the question, indicating that this information is needed for a bonafide occupational qualification, national security laws, or other legally permissible reasons. The Civil Rights Act of 1964 prohibits employment discrimination because of race, color, religion, sex, or national origin. P.L. 90-202 prohibits discrimination because of age to those who are at least 40 but less than 65 years old.

☐ SEX ☐ MALE ☐ FEMALE	☐ DATE OF BIRTH	☐ Are you a citizen of the U.S.A.? ☐ YES ☐ NO	☐ HEIGHT AND WEIGHT
☐ MARITAL STATUS ☐ SINGLE ☐ MARRIED ☐ DIVORCED ☐ WIDOWED		☐ No. of Dependents	☐ Selective Service Classification
☐ Have you ever been convicted of a crime in the past 10 years, excluding misdemeanors and summary offenses? ☐ NO ☐ YES – If YES Describe Conviction			

I AGREE THAT ANY FALSE STATEMENT SHALL BE SUFFICIENT CAUSE FOR REJECTION OR DISMISSAL.

SIGN HERE ______________________________

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Session V - Interview Techniques

I. Introduction:
An interview is face to face contact with anyone who has the authority to hire or supervise a person with your skills. When you have a job interview you want to make a lasting impression, so you need to prepare yourself and work on your appearance and your behavior. The first impression you make often determines whether or not you get a job. "You never get a second chance to make a good first impression." (Write on the board for their journal.)

II. Activity: **INTERVIEW DO'S & DON'TS.**
(Additional information on appearance.)
How you look is very important in a job interview. Interviewers will immediately notice the way you dress and groom yourself. They will form an opinion of you based on your cleanliness or hygiene, your clothing, and your grooming. For example, if you wear wrinkled clothes and arrive with your hair uncombed, people may think you don't care about your appearance. They may think you have the same attitude about your work.

When you dress for an interview, make sure your clothes are clean, pressed, and in good repair. A man applying for an office or sales job should wear a suit or sports jacket and tie. A woman should wear a dress, suit, or skirt and blouse. If you're applying for a job involving manual labor - dress more casual but be neat and clean.

Your hygiene and grooming are as important as your clothing when you want to make a good impression. Make sure you are clean from "head to toe". (teeth brushed; use deodorant, but go lightly on perfume or cologne; ears, hair, and nails clean - no flashy nail polish or chipped polish.)

III. Role play the **THREE SCRIPTS**. These are three examples of how someone conducts himself/herself during a job interview. Complete the sheet **WHO GETS THE JOB?** (Instructions included) Do this orally and discuss.

IV. Activity: **TYPICAL INTERVIEW QUESTIONS.**
Role Play: Have 2 volunteers, one an employer and one a job seeker. Remind them to use the information they have learned today. Let the job seeker begin by describing his/her appearance and the type job he/she is seeking.

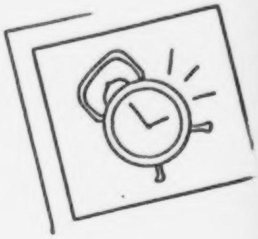
V. Summary:
Review ways to be successful in a job interview.

POST-TEST

INTERVIEW DO'S AND DON'TS

DO'S

1. Go to the interview alone.
2. Upon arrival give receptionist your name.
3. Shake hands firmly.
4. Let the interviewer control the interview.
5. Use correct grammar and speak clearly.
6. Make good eye contact.
7. Answer all questions completely.
8. Dress appropriately for interview.
9. Prepare before having interview.
   (Learn about the company or business.)
10. Think positively and make a good first impression.
11. Be punctual and try to arrive early.
12. Be polite.
13. Sit up straight but relax.
14. Ask questions about the job and firm.
15. Thank him/her for the interview.



This is what I think...

DON'TS

1. Do not chew gum during an interview.
2. Do not smoke during an interview.
3. Never interrupt the intervewer when he/she is talking.
4. Do not use slang.
5. Never curse or use profanity.
6. Do not criticize former employers.
7. Do not mention any personal problems you have.
8. Do not bring up the subject of money.
9. Do not wear blue jeans or flashy clothes on an interview.
   (Also no sunglasses or caps.)
10. Do not give negative answers to questions.
11. Do not sit until you are offered a seat.
12. Do not mumble.

Sue Whocares

Setting: Employment office of Sissy Sporting Goods
Cast: Mr. Hire, Director of Personnel
Sue Whocares, job applicant

Mr. Hire is seated at a desk, reading job applications while waiting for the interview. Sue enters, dressed in white shorts with an obvious ketchup stain on the right pocket, a red-striped shirt with a torn pocket, and mud-splattered tennis shoes.

Sue: *(loudly)* Hi, there!

Mr. Hire: Would you be seated, Ms. Whocares?

Sue: Sure!

Mr. Hire: I've been reading your application letter. You seem a little unsure about what you want. What position do you have in mind?

Sue: Oh, I don't care—anything. I want to earn some money to go to college next year. *(Chews gum loudly and smacks it.)*

Mr. Hire: That sounds like a fine idea. We have several types of jobs available. Perhaps one of them would suit your interests. What do you plan to study?

Sue: I don't know. I just think college would be fun and exciting.

Mr. Hire: Well, what are your interests?

Sue: My interests? Oh, dating, sports, movies . . .

Mr. Hire: No, Ms. Whocares, I meant job interests.

Sue: Oh, yeah, well, maybe if you would tell me what jobs are available, I could tell you which one I want. Gee, I haven't even thought about that!

Mr. Hire: Let's consider your high school training, then. What classes were interesting to you?

Sue: Oh, they were all kind of BOR-R-R-R-RING. We had a cool math teacher, but his tests were too hard so I only took one year. Hey! I did get an A in freshman typing.

Mr. Hire: How much training have you had in typing? We do have a position for a typist.

Sue: Well . . . (*holding her head down*) . . . I only took one semester. You know the scene—the teacher always picked on me, and I didn't like the other kids in the class.

Mr. Hire: Didn't you think about what you want to do after graduation? Didn't you train for any specific job?

Sue: Not really! I just figured I'd get a good job with the courses I took—I got good grades in them. My career counselor said something about goals, but I thought she was talking about football or something. She was dumb, anyway.

Mr. Hire: Well, thank you, Ms. Whocares. I have several others to interview. You'll be hearing from us if we have a position for you. But don't call us—we'll call you.

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Billy Boast

Setting: Employment office of Sissy Sporting Goods
Cast: Mr. Hire, Director of Personnel
Billy Boast, job applicant

Mr. Hire is seated at a desk, reading job applications while waiting for the interview. Billy, dressed in a three-piece blue suit with pin stripes, arrived half an hour before the interview was supposed to start. He buffs his nails on the cuff of his suit while he waits. Then he enters the office with a confident stride.

Mr. Hire: Won't you sit down, Mr. Boast?

Billy: Of course!

Mr. Hire: I see by your application that you've applied for the position of manager of the athletic shoe department.

Billy: Yes, indeed! That sounds like a rather important position, and you need someone who can handle it!

Mr. Hire: I noticed also that you just recently finished high school. You understand, of course, that this position requires training. What are your qualifications?

Billy: Certainly, I realize that! I've worn plenty of athletic shoes—the best, in fact. Why, my mother used to have to buy me a new pair every two weeks! I figure anyone who uses the product that much is an expert!

Mr. Hire: Yes, well, this is a little different. We have always required a college degree for this position. Perhaps after finishing college, you might be ready—

Billy: College! Naw! That's a waste of time. I don't feel that college has a thing to offer me. *(He buffs his nails again with a big grin.)*

Mr. Hire: Well, maybe that's true. If you would be interested in another position, one that requires less training, we do have an opening for a salesperson in the weight-lifting department.

Billy: *(looking shocked)* What! Just a salesperson! That doesn't sound very important!

Mr. Hire: Well, Mr. Boast, all positions are important. But some do require more training than others.

Billy: Well! If you won't place me in management, I can see I'm wasting my time here! *(Billy exits hastily, swinging his arms.)* You don't need to call me about any other position—believe me!

Ginger Goals

Setting: Employment office of Sissy Sporting Goods
Cast: Mr. Hire, Director of Personnel
Ginger Goals, job applicant

Mr. Hire is seated at a desk, reading job applications while waiting for the interview. Ginger, dressed in a navy-blue suit with a silk blouse and red scarf, walks in confidently. She smiles at Mr. Hire and asks him where she should sit.

Ginger: Good morning, Mr. Hire. I'm Ginger Goals.

Mr. Hire: Hello, Ms. Goals. Are you comfortable?

Ginger: Yes, thank you.

Mr. Hire: I've been reading over your application. I see that you're interested in the opening we have in our word-processing department.

Ginger: Yes, sir, I've been interested in being a word processor for some time.

Mr. Hire: When did you become interested in it?

Ginger: I began thinking about different types of work a few years ago and investigated them. This is one type of work I really enjoy.

Mr. Hire: Are you looking for a job just for fun?

Ginger: Oh, no! *(She smiles.)* But I think you can do a better job if you enjoy the work.

Mr. Hire: I see. What training have you had to prepare you for this job?

Ginger: I took two years of typing in high school. And I practiced with word-processing programs in the computer lab.

Mr. Hire: What about other business courses?

Ginger: I felt that the typing and word processing would prepare me for this kind of job and still allow me to follow other interests.

Mr. Hire: That sounds very good. Have you had any job experience?

Ginger: Yes, I worked part-time this past year for Athletic Shoes, Incorporated. I have a recommendation from Mr. Sole. *(She hands him the letter.)*

Mr. Hire: Hmm—Mr. Sole speaks very highly of your work as an office assistant. But do you realize that our position will be for the summer only?

Ginger: Yes, sir, that's one reason I applied for this job. I'll be going to college in the fall.

Mr. Hire: It sounds like you've made some very definite plans, Ms. Goals. What career are you going to pursue?

Ginger: I'm planning to go into journalism. I thought that the word-processing experience, as well as working for a well-organized company, would be a good background for me.

Mr. Hire: Fine, fine. My secretary will show you around the building. Perhaps you'll have some questions to ask later—and we can discuss your salary then, too.

Ginger: Thank you!

Mr. Hire: Thank *you*. It's a pleasure to meet a young person with realistic goals!

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Who Gets the Job?

Directions: Choose one of the unsuccessful job applicants in the Interview Scripts. Then respond to the items below—and write a new script.

Which job applicant do you want to give advice to? Circle one:

- Sue Whocares
- Billy Boast

List at least three things that are important to the employer below.

[Hint: Think about the questions the Director of Personnel asked your job applicant.]

1.

2.

3.

List the characteristics of your job applicant that would ruin his or her chances for employment.

Make some recommendations to help your job applicant with his or her next interview.

[Hint: Think about the characteristics that ruined your applicant's chances. How can these be changed?]

Write a new and improved Interview Script for your job applicant and the Director of Personnel. Use the back of this page or a separate sheet of paper.

[Hint: Make sure the applicant follows your recommendations!]

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10A ◆ Who Gets the Job?

At a Glance

Students read scripts for different job-interview situations and discuss how to behave in a job interview.

One or two class periods

Purpose

To demonstrate how to conduct oneself during a job interview.

Materials

Activity Sheet: *Who Gets the Job?*

Three Interview Scripts:
  Sue Whocares
  Billy Boast
  Ginger Goals

Motivation

Point out that the first impression you make during a job interview often determines whether or not you get the job. Mention that people can get ready for job interviews by practicing. They can learn to dress appropriately and display good grooming habits; to know how to answer questions and feel confident—but not boastful.

Activity

1. Distribute all three Interview Scripts and have students read them over. Tell students that each script is an example of how someone conducts himself or herself during a job interview.

2. Ask for volunteers to perform each script in front of the class. Have volunteers read one script at a time and follow it up with a class discussion—or do all three scripts non-stop and hold one discussion session. Alternatively, put students in pairs and ask them to all roleplay one of the scripts.

3. Distribute the Activity Sheet: *Who Gets the Job?* and have students complete it individually.

Follow-up

With the whole class, brainstorm and list good qualities that are absolutely necessary in a job-interview. Focus attention on what Ginger Goals did in her successful job interview. Then put students in groups of four or six and have them perform the scripts they wrote for the Activity Sheet. Ask at least two students from each group to perform a new script for the rest of the class. Encourage the class to discuss the scripts after each one is performed. Has the job applicant's behavior in the new script improved?

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TYPICAL INTERVIEW QUESTIONS - CAN YOU ANSWER THESE?

1. Why do you think you would like to work for this firm?
2. How did you find out about us?
3. What is your school grade-point average?
4. Do you own a car?
5. What kind of experience do you have? (full-time, part-time)
6. What kinds of special skills do you have?
7. Why did you leave your last job?
8. Can we contact your previous employer?
9. How many days of school or work have you missed in the past year?
10. What is your biggest weakness?
11. What are your hobbies?
12. Do you feel you get along well with others?
13. How well can you "handle" responsibility?
14. Why do you feel we should hire you?
15. Do you think you can handle both your schoolwork and a part-time job?
16. Would you be willing to work overtime? Weekends?
17. When can you start work?
18. Are there any questions that you would ask during an interview?